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Thesis

CONSTRUCTION OF SUPPLEMENTARY MATERIALS FOR USE WITH THE CURRICULUM FOUNDATION SERIES, GRADE II, TO PROMOTE INDEPENDENCE IN READING

Submitted by

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(B.S. Bridgewater State Teachers College, 1947)

In partial fulfilment of requirements for
the degree of Master of Education

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INTRODUCTION

The Problem

Educators view the following aspects of the teacher-learning process to determine progress in pupil learning:

1. Factors resident in the pupil
2. Factors resident in the teacher
3. Factors resident in the curriculum
4. Factors resident in the materials of instruction
5. Factors resident in the socio-physical environment for learning

By the use of "Friends and Neighbors" II[1] and "More Friends and Neighbors" II[2] of the Curriculum Foundation Series,[1/] improvement in reading can be made through an effort to:

1. Select and organize a curriculum
2. Provide definite materials of instruction and thereby
3. Suggest a method of improvising published materials which will provide for more pupil learning.

1/ W.S. Gray and L. Gray, Basic Readers, Curriculum Foundation Series, Scott, Foresman and Company, New York, 1947 edition.

CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study is to promote independence in reading by constructing workbook materials to be used with "Friends and Neighbors" II[1] and "More Friends and Neighbors" II[2] of the Curriculum Foundation Series.[1/] The Teacher's Guide Book does not fit all children in a given grade. The teacher, in contact with the individual differences of the children in her classroom is able to build daily materials pertinent to and in harmony with the needs of the pupils. The children will be more ready for the basic vocabulary in the two second grade basal readers when words have been previewed and reviewed.

Procedures: In a class of thirty-two children who are in Grade Two with a trial promotion, or have been retained in that grade, the instructional material must be altered and reformed to fit the needs of the group. Reading, being the main cause of backwardness, will be improved through revising and adding to the supplementary materials already available.

First, this second grade and another normal second grade in the same building are given the Durrell-Sullivan

1/ W.S. Gray and L. Gray, Basic Readers, Curriculum Foundation Series, Scott, Foresman and Company, New York, 1946-1947 edition.

Capacity and Achievement Tests, Form A. At the end of the experiment, the Durrell-Sullivan Achievement Tests, Form B, are given to the same two groups. An evaluation of the data should suggest the value or the futility of this procedure.

The experimental group will be given daily exercises that seem necessary to supplement the reading assignments. The control group will proceed with the usual reading exercises. These additional materials in this study will be given to the experimental group for a period of sixteen weeks.

Justification: Children who are retained in a grade need help -- more than the usual material offered. Children who are sent on trial from private school to public school seem immature and usually are younger than the average second graders, and they need to have materials and the curriculum adjusted to their individual needs. This is an opportunity to assist both these groups and to normalize the situation.

Previous studies have shown that reading is one of the prominent causes of retardation and failure. Material is needed to make the slow-learning or poorly adjusted school group an integral part of the normal school group in so far as possible, as stated by Frances I. Callan[1] in "Workbook for the Slow-Learning Child."

1/ Frances I. Callan, "Workbook for the Slow-Learning Child," unpublished Master's Service Paper, Boston University, School of Education, 1948.

In the study of Jean Hueston,[1] "Reading Materials for the Gifted Child in the Second Grade," further research is suggested to enrich reading programs.

Grace Storm's[2] description of the best approach for primary reading applies to the classroom as a whole:

> When experiences are organized in terms of problems to be solved, the reading of primary grade children takes on the same quality as the study type of reading carried on in the middle grades and serves as preparation for the reading to obtain information which is so much used in the middle and upper grades.

Dr. Durrell[3] in Improvement of Basic Reading Abilities, says, "Differences in rates of learning new words are taken care of by supplementary materials."

This study attempts to preview the words, using very simple stories which are used through the first and second readers of the Curriculum Foundation Series.[4]

1/ Jean T. Hueston, "Reading Materials for the Gifted Child In the Second Grade," unpublished Service Paper, Boston University, 1946.

2/ Grace E. Storm and N.B. Smith, Reading Activities in the Primary Grades. Boston: Ginn and Company, 1930.

3/ Donald D. Durrell, Improvement of Basic Reading Abilities. New York: World Book Company, 1940.

4/ W.S. Gray and L. Gray, Basic Readers, Curriculum Foundation Series. Chicago: Scott, Foresman and Company, 1946-1947 edition.

CHAPTER II

PREVIOUS STUDY AND RESEARCH

Valentius[1] was one of the earliest investigators to be interested in perceptual studies in reading. He believed that every letter was separately perceived, even in the case of the shortest time intervals.

Pennell and Cusack[2] say, "It is undoubtedly true that children can and do learn to read rapidly and well without the aid of phonics." Yet, during the years when phonics were not taught, there were numerous poor spellers and poor readers emerging from our schools. Therefore, it was of no advantage, if not a severe loss, to omit phonic-teaching.

Cattell[3] conducted an experiment the purpose of which was to discover the time one usually requires to see and to name an object. He concluded that while one idea is in the

1/ G. Valentius, Lehrbuch der Physiologie, reviewed by William A. Schmidt, "An Experimental Study in the Study of Reading," Supplementary Educational Monographs, University of Chicago Press, Chicago, April, 1917.

2/ Mary E. Pennell and Alice M. Cusack, The Teaching of Reading for Better Living. Houghton Mifflin, N.Y., 1935.

3/ J.M. Cattell, "The Time It Takes to See and Name Objects", Mind, XI, January, 1886, pp. 63-65.

center, two, three, or four additional ideas may be in the background of consciousness. "Of the three processes involved in a reaction, the willing precedes the perception and appreception." We see a letter before we actually see what it is. We may say a word before we have really perceived it, as certain characteristics in the word instigate the accustomed response. It requires no longer time to see and name a word aloud than to see and name a letter. Words in sentences are seen and spoken more rapidly than words in isolation. With practice we can recognize and name words in less time than it requires to recognize and name pictures.

Cattell[1] was one of the first investigators to determine that it is possible for the eye to see several letters or even several words at one time. He found that on an average consciousness one can at one time grasp four numbers, three or four letters, two words, or a sentence composed of four words. Three times as many letters when they make words can be grasped as when they have no connection. Thus, he concludes, that we do not perceive by successive letters, but rather by words, phrase, or sentence.

Huey[2] found in his experiment that the first half of a word is of more importance for recognition than the last half. He conducted an experiment in which he had readers

1/ J.M. Cattell, "The Inertia of the Eye and Brain," Brain, Vol. VIII, London:William Clowes and Sons,Ltd.,1885,pp.295-312.

2/ Edmund B. Huey, The Psychology and Pedagogy of Reading. New York: Macmillan Co. 1908.

read passages from which the first half was removed and then the second half. It was found that more words were recognized and with greater rapidity when the first halves were read than when the last halves alone remained. Huey also believes that the upper half of a word is more important for perception than the lower half.

Whipple[1] conducted two sets of experiments to determine the effect of practice upon quick visual perception. The first experiment dealt with range of attention. In the second set of experiments he dealt with range of apprehension. He states that:

> a qualitative analysis shows that performance is conditioned by numerous factors of which the most important are native capacity, degree of attention, specific capacity for given types of material, ease of assimilation of the material shown, obstruction or distraction, ideational type, voluntary restriction of observation and grouping.

Robbins[2] in 1896 is an example of the "extreme phonetic method" yet he set forth many aspects which are today incorporated in the most successful efforts to produce sane word analysis. He has a three-fold purpose in his twenty-four chapters:

1. To train the ear and vocal organs in the niceties of speech.

1/ Guy M. Whipple, "The Effect of Practice Upon the Range of Visual Attention and Visual Apprehension," Journal of Educational Psychology, I:249-262, May, 1910.

2/ Edward Robbins, Phonetics for School. Benjamin H. Sanborn & Company, New York, 1934.

1. (continued)

   a. To pronounce vowel sounds correctly

   b. To enunciate consonants distinctly

   c. To use pleasant tones of voice.

2. As a preparation for the study of spelling

3. As a preparation for reading.

Reading and phonetics are not usually taught in the same lesson.

Durrell[1/] writes:

> Since the reading period is devoted primarily to helping the child derive pleasure and meaning from the reading materials and since word analysis exercises are designed primarily to call attention to the word structures rather than to word meanings, it is important that there be a separate period for this work. Word analysis may in fact be closely allied to spelling, and many teachers find that exercises in word analysis may be given more profitably in connection with spelling lessons than with reading.

There are cases of reading failure that definitely show marked progress when lessons in phonics are given. One could not expect to get thought from the printed page before a substantial measure of skill in the mechanics of reading has been acquired.

1/ Donald D. Durrell, Improvement of Basic Reading Abilities. World Book Company, New York, 1940.

Kirk[1/] explains the failure of many "systems" of reading. It is an explanation far too well known, too thoroughly experienced by most classroom teachers: lack of sufficient drill. He says: "The drill materials are too brief, and the exercises introduce too many problems at one time." In his manual he includes a pointed reminder: "When a child has failed in reading for many years, any system that shows him that he can learn is rapidly accepted. Success in reading is possibly one of the most vital motivating factors."

Stone[2/] in his studies feels that a vocabulary of two thousand words should be acquired in Grades 1, 2, and 3 and he sets forth the following in effect:

Pre-primer and primer	250 words
First Reader	360 words
Second Reader	835 words
Third Reader	555 words
Total	2000 words

How much easier to establish 48 sounds.

Goegel[3/] made an extensive study of the value of phonic training. She concludes in her Master's thesis that :

1/ Samuel A. Kirk, The Teaching of Reading to Slow-Learning Children. Houghton Mifflin, New York, 1940.

2/ Clarence R. Stone, Graded Vocabulary for Primary Reading. Webster Publishing Company, St.Louis, Missouri, 1941.

3/ B.S. Goegel, "Construction and Evaluation of a Phonic Program that Will Promote Independence," unpublished Master's Thesis, Boston University, 1946.

No one method can possibly suffice for:

1. all levels of intelligence

2. all races

3. all sections of a nation.

> What works with one may fail with another. The greatest good for the greatest number is a constant caution when we are faced with mass education. For every Rembrandt, Reynolds, Rubens, Kreisler, Chopin or Caruso, there are hundreds of thousands of well-meaning Joe-Janes whose minds must be prepared for fifty years of prosaic fireside reading, friendly letter writing, occasional attendance at a stage play or opera. We are faced with mass education, so why not educate the mass rather than the genius-endowed, rarefied few who can draw or paint or sing beautifully ? Provide classes worthy of their talent, yes, as is done so commendably in a Watertown, Massachusetts school. It behooves us to make a greater, more thorough effort to be fair with all ranges of mentality rather than shaping a program and developmental procedure for the favorably endowed few.

Gates[1/] has made several studies attempting to discover the contributions of teaching devices to the establishment of sharp perception and analyses of word forms. He concludes that there are two extreme cases, those who depend on context clues alone and those who depend on them too little because of over-training in word-form analysis. He said in reference to the latter group:

> It may be advisable for the teacher to

1/ Arthur I. Gates, The Improvement of Reading. Macmillan, New York, 1937.

> encourage these pupils to consider the thought more fully and to guess what the word should be. The teacher may, for example, ask the pupil to read the sentence or exercise quickly while centering his attention on the thought and while giving only a glance at the unfamiliar word. Then, she may ask him to look up, relate the thought, and try to guess what the unfamiliar word may be. No more than another quick glance at the word should be permitted. . . . In this way she can give the pupils a notion of how they may attempt to use the context in dealing with the next exercise.

Smith[1] made a study of the way first grade pupils naturally attack new words and found that the most frequently used methods were fitting them into context of the sentence and looking at an accompanying picture. In this study the writer has used the first method in presenting new words to first grade pupils.

Smith[2] in 1941 developed and evaluated quick perception exercises used in a systematic review of basic vocabulary in grade one. Although the experimental and the control groups both made gains, those made by the control group in rate of reading and in visual perception were not significant. However, the difference between the gains made by the two groups was significantly in favor of the experimental group.

1/ Geraldine F. Smith, "Development and Evaluation of a Quick Perception Method in Beginning Reading," unpublished Master's Thesis, Boston University, 1941.

2/ Smith, op. cit.

Maiorano[1], in 1945, made a study similar to Smith's, but used the words in the Scott Foresman primer. She evaluated the effect of exercises on the size of the vocabulary, the time required for oral word recognition, and the silent word recognition. "In general, in all cases at the beginning of the experiment, the Control Group was superior, and at the end the Experimental Group was superior."

Prario[2] in her study evaluated the effect of quick perception on:

1. Immediate recall of vocabulary taught
2. Delayed recall on vocabulary taught

Exercises for quick perception were built using the primer, parallel primer, and the first reader vocabulary of the Row, Peterson Series.

Durrell[3] states:

> Research demonstrates that children usually obtain from an initial reading only a small fraction of the meaning of a story. Furthermore, unless help is given, re-reading produces little additional meaning. Instruction to meet this problem depends largely on the teacher's ingenuity in motivating a second reading of a story. The exercises below indicate a few of the types of lessons under

1/ Doris I. Maiorano, "An Evaluation of a Quick Perception Method for Systematic Review on Primer Vocabulary." Unpublished Master's Thesis, Boston University, 1945.

2/ Virginia S. Prario, "An Evaluation of a Quick Perception Method in Teaching a Reading Vocabulary to Grade One." Unpublished Master's Thesis, Boston University, 1945.

3/ Donald D. Durrell, op. cit.

this general classification:

1. Improving the organization and selection of ideas
2. Noticing the structural elements of a story
3. Enriching imagery
4. Suggesting activities relating to the story
5. Phrase reading in oral assignments
6. Re-reading for measurement
7. Phrase reading in relation to speed.

This study tries to provide adequate measures for differences in the reading abilities of the pupils. In the program are definite plans for vocabulary growth in:

1. meaning
2. recognition and
3. analysis.

In the Guidebook for More Friends and Neighbors, Gray and Gray[1/] say:

> All good teaching in the field of reading is directed toward the major goals-- to strengthen them-- the child's interest in and desire for reading and to develop the skills and abilities he needs for successful reading at any given level. To maintain interest in reading and to promote growth in the ability to read, the teacher must start with each child as he is. She can do this only if she really knows the child.

1/ W.S. Gray and L. Gray, Guidebook for Basic Readers, Curriculum Foundation Series, Scott, Foresman and Company, New York, 1946-1947 edition.

For an adequate reading program materials should be provided for three general types of reading activities:

Basic Reading

Extension Reading

Free Reading

White and Hanthorn[1] suggest:

> Children differ in their need for phonetic training. Some children learn to read with little or no phonetic training. Some children will profit from this training and will need much of it in order to make them independent. Phonic training should always be taught according to the needs of each child. Early phonic words should be very simple and familiar and only the phonic elements actually needed by the children should be taught. It is impossible for children to remember all the phonetic elements. An attempt to teach all the phonetic combinations may confuse a child more than it will aid him. Accurate pronunciation and enunciation should be a part of phonetic training. Diacritical marks should not be used. They make the word more difficult for the child. Phonic exercises are an aid to reading, but should not be confused with the reading lesson. They should be conducted at a separate period set aside for this purpose.

Witty[2] concludes:

> The teaching of phonics is so involved in contradictory claims (resulting from incomplete and frequently trivial experimentation) that confusion is inevitable. One discerns little agreement regarding the number or nature of the specific phonic units to be taught, nor is there agreement concerning the maturation levels at which various units should be introduced.

1/ Margaret White and Alice Hanthorn, Teacher's Manual for Do-and-Learn Readers. American Book Company, New York, 1930.

2/ Paul Witty and David Kopel, Reading and the Educative Process. Ginn and Company, Boston, 1939.

Cole[1], in more kindly fashion, concludes,

> the look-and-say, the phonetic, and the phrase reading methods are all useful, but in different amounts as different levels in the elementary school.
>
> A pupil soon discovers that letters have sounds and that the consonants at least always have the same sound. He knows also that a long, unfamiliar word can be broken down into pronounceable units and then recognized from its sound. This method provides a means for learning a considerable number of words with relatively little effort.

Goegel[2] comments in her study to promote independence in reading, spelling, and language that the basic purpose of developing a sound phonic background, of developing word power, is to develop in the child the ability to proceed independently to the end of (1) good reading; (2) good spelling; (3) good language.

She continues by saying that the psychology of this effort is to establish right habits rather than correction and remedial instruction. Used in conjunction with whatever reading system, or spelling plan is adopted in one's community, a faithful year of this training and one should expect the following minimum results at the end of Grade I- (double at the end of Grade II).

1/ Luella Cole, The Improvement of Reading. Farrar and Rinehart, Inc., New York, 1938.

2/ B.S. Goegel, op. cit.

1. Reading

   a. Basic vocabulary (flash recognition) of 220 words.

   b. Reading of a minimum of thirty books (pre-primers or primers)

2. Spelling

   Dolch List spelled perfectly

3. Language

   A three sentence paragraph correctly spelled, grammatically correct, and neatly written.

Durrell and Sullivan[1/] in Building Word Power, state:

> The most common problem in teaching beginning reading arises from the fact that the child fails to remember the words that have been taught. Despite excellent lesson planning and ingenious motivation, the child's mind often seems to be 'like a sieve.' Yet when this failure to remember words is overcome by proper preventive or remedial instruction, the child's progress in reading is almost inevitably insured and cases of real reading disability are found to be relatively few.

This conclusion as to the importance of failure to remember words is confirmed by the individual analyses of more than four thousand children who have had difficulty in learning to read. Such analyses also show the following causes of failure, in order of frequency of occurrence:

1. Lack of auditory discrimination of word elements.

1/ Donald D. Durrell and Helen B. Sullivan, Building Word Power. World Book Company, New York, 1941.

Children with excellent speaking vocabularies often fail to notice (hear) the basic sounds in words.

2. Lack of visual discrimination of differences between words. Children confuse words and letters which look somewhat alike; they fail to notice (see) the form of the words.

3. Failure to attach meaning to words. In the struggle to remember the "name" of a printed word, the child may forget its meaning.

4. Improper adjustment of instruction to learning rate. When many new words are taught before old ones are learned, confusion and insecurity appear.

"Any child with a mental age of six years or more--regardless of his intelligence quotient--should be able to learn to read when learning conditions are adjusted to his needs."

This study is an attempt to do just that-- to adjust the second grade material to the needs of this experimental group. Much research on phonics and word analyses has been quoted as they are much used for the children who have been "groping in the dark" or for the poor"guessers." These children want something tangible to rely on and there are too many different words, but not too many different sounds. If these "gropers" begin to get even 50% of the words,they feel encouraged and finally know complete success in reading,-- success is the chief motivating factor of everyone.

CHAPTER III

PLAN OF THE STUDY

I. The Construction of Supplementary Materials for use with the Curriculum Foundation Series, Grade II, to Promote Independence in Reading.

II. Selection of the Problem

A. Purpose of the Study

1. Improvement in reading through an effort to:

a. Select and organize data

b. Provide definite materials of instruction and so

c. Suggest a method of teaching which will provide for more pupil-learning.

B. Source

1. The need for supplementary exercises and phonic drills used as a supplement to the Curriculum Foundation Series, Teacher's Guide in Grade II.

C. Justification:

1. In the realm of reading, the violent and prevailing complaints against the quality indicate the need for further study and

C. 1. (continued)

research, and the application of some method whereby the reading may be improved.

2. To determine progress in pupil learning through:

a. Factors resident in the pupil

b. Factors resident in the teacher

c. Factors resident in the curriculum

d. Factors resident in the materials of instruction.

D. Scope:

1. Two second grades in the same building in a city near Boston -- total of about 66 children.

2. Standardized tests (Durrell-Sullivan Capacity Test, Form A and Durrell-Sullivan Achievement Test, Forms A and B) will be administered and a personal record of each child kept during the year to show progress or the lack of it.

3. Daily exercises will be compiled and reviewed as an additional feature to the regular reading program but parallel to the daily lesson.

4. Original, simple stories and objective tests given will promote ease in the basal vocabulary.

III. Research procedures and techniques to be used:

A. Logical analysis

1. Capacity Tests and Achievement Test,Form A, are administered in September.
2. Learning rate of each child is established in September.
3. Measuring and evaluating the results of the writer's material by original specific objective tests every two weeks--Durrell-Sullivan Achievement Tests, Form B, at the end of 16 weeks.

B. Research Procedure:

1. Experimental Group
2. Control Group
   Equivalent Data
   Equivalent Goal
3. Measuring Capacity of the two groups and Evaluating results after a 16-week period through the Durrell-Sullivan Achievement Tests, Form B.

C. Data Needed:

1. Cumulative records for personal data.
2. Capacity tests
3. Learning Rate
4. Achievement Tests,Forms A and B.

C. (continued)

5. Class Profiles

6. Individual Progress Charts

D. Procurement of Data:

1. Cooperation of the School Department

2. Cooperation of second grade teachers

E. Treatment of Data

1. Tables

a. For each group

b. Pupil check and

c. Teacher check

d. Records of progress kept in files.

F. Assumptions Made:

1. That the Experimental Group (on trial or retained in Grade II) will show improvement in reading since reading is usually the chief cause of backwardness in school.

2. That the use of these simple stories, exercises and phonetic drills will be desirable and make gains toward independence in reading.

IV. Conclusions:

A. Hypothetical

1. That there is a definite need for supplementary and spontaneous material for

IV. Conclusions (continued)

A. Hypothetical (cont.)

1. use with the Scott Foresman basal reader.
2. That slow readers will gain through easy reading material and master the second grade reading vocabulary.
3. Success in reading is the chief motivation of these stories as they are within the range of the children.

CHAPTER IV

ANALYSIS OF DATA

I. Form of Research

Experimental, equivalent group method

A. Experimental Group

B. Control Group

1. Equivalent Capacity Tests

2. Equivalent Chronological Age

II. Phases of Drill to be Treated

A. Review Words of Grade I

B. Introduction of New Words of Grade II

Weeks 1-16

1. Mondays

a. Phonic Drills

b. Review Words

c. Original Story Introducing New Words and Using Review Words

2. Tuesdays

a. Review Monday's Story- using classroom chart

b. New set of review words

c. Introduce new words

d. Story using introduced words

3. Wednesdays

a. Re-read Tuesday's story

b. List of new review words

c. Introduce new words

d. New original story on chart using introduced words

4. Thursdays

a. Re-read Wednesday's Story

b. List of new review words

c. Introduce new words

d. New original story on chart using introduced words

5. Fridays

a. Review all words of week and the four stories are re-read from charts

b. Phonic drill using sounds of new words of week

c. Simple test as:

I. 1. little Ann girls are Jill and.

2. games play They to like.

3. too games Boys like.

4. to girls The play dolls with like.

5. letter Tom Joe and a play game.

Write in correct order.

II. tie, train, than, more, both, bell, ting-a-ling, candy, today, Saturday.

II. (continued)

1. On Saturday the children take a _____ ride.
2. The bell goes _____ . _____ .
3. The boys _____ the wagons together.
4. Too much _____ is not good for us.
5. One boy has ____ candy than the other.

III. Find a little word in

heard	___
telephone	___
call	___
city	____

IV. Find the words that sound the same-- draw a line--

line	sand
pull	fine
hand	dark
park	hen
ten	full

- -

III. Time Schedule

A. Sixteen Weeks

B. Thirty Minutes Daily

IV. Testing at End of Period

A. Writer devised tests every Friday.

B. Durrell-Sullivan Achievement Tests- Form B.

C. Learning Rate of Each Child in Experimental Group.

V. Materials

A. Daily Charts of Review Words

B. Daily Charts of New Words

C. Daily Simple Story on Chart

D. Phonic Drill Taught as Words Present the Need

E. Illustrations for Phonics

F. Board Illustrations for Stories.

Order of Teaching Letters:

Group I: l,t,h,b,d,p,g,j,f.

Group II: m,n,r.

Group III: v,w.

Group IV: c,s.

Chart of Phonograms

Short Vowels

a	e	i	o	u
at	et	im	ob	um
ag	ed	id	og	ut
ad	en	ig	od	ub
an	eg	in	ot	un
ap	em	it	op	up
ab	est	ip	ock	uck
am	ead	ill	oss	ust
and	ent	ink	ong	umb
ack	ell	ift		ull

Short Vowels Continued

ash	end	ish
ang	ess	ist
ank	eck	ing
amp	elp	ick

Long Vowels

a	e	i	o
ay	eal	ine	ore
ake	eam	ire	ope
ale	eat	ile	ose
ave	ear	ice	oke
ane	ean	ive	ole
age	ead	ite	ote
ade	eak	ipe	one
ame	each	ime	ode
ace	eed	ife	ome
ate	eel	ide	one
ail	eep	ike	old
ain	een	ind	ow
aid	eet	ight	oat

Chart of Consonant Blends

br	wh	st	bl
cr	ch	sn	cl
dr	th	sp	fl
fr	sh	sw	gl
gr		sk	pl
pr		sl	sl
tr		sm	
		sc	

PART I

Use this daily procedure. There are two charts displayed at all times-- as the two pages that follow for Monday and so on through sixteen weeks.

The stories in this study are simpler than the ones in Friends and Neighbors and More Friends and Neighbors.[1/] Every word in these two books is introduced while the basic first readers are reviewed alphabetically. Will the children be able to attack the basic readers with more ease and understanding after these lesson plans ?

Monday-- Classroom Chart and Individual Sheets:

Review-- using chart.

a	all
after	after
again	along
all	a
along	another
am	am
an	animal
and	an
animal	again
another	and

1/ W.S. Gray and L. Gray, Basic Readers, Curriculum Foundation Series. New York: Scott, Foresman and Company, 1946-47 edition.

Introduce :	Write Here
Pleasant	_____
game	_____
Ann	_____
letter	_____
Joe	_____

Children are given mimeographed sheets of the above. They keep booklets of all these sheets. Children correct Review Words with crayons.

STORY

Games

Jill and Ann are little girls.

They like to play with dolls.

They like to play games.

Boys like games, too.

Joe and Tom play a letter game.

Do you know a letter game ?

Play this:

1. What is the first letter of game ? (g)
2. What is the first letter of Pleasant ? (p)
3. What is the first letter of Ann ? (a)
4. What is the first letter of like ? (l)
5. What is the first letter of play ? (p)

Tuesday: Classroom Chart and Individual Sheets--

Review-- using chart

any	away
apple	ate
are	any
as	asked
ask	apple
asked	as
at	are
ate	ask
away	at

Introduce--	Copy here
tie	_____
train	_____
than	_____
more	_____
both	_____
bell	_____
ting-a-ling	_____
candy	_____
today	_____
Saturday	_____

STORY

Saturday

Today is Saturday.

Father has to work.

He goes for the train.

The children have time to play.

They have more fun on Saturday.

Joe calls for Jack.

He likes to ring Jack's doorbell.

It goes ting-a-ling.

Jack's mother gives both boys candy to eat.

Jack is bigger than Joe.

Jack's wagon is bigger than Joe's wagon.

Jack will tie his wagon to Joe's wagon.

They will have a train ride down Pleasant Street.

Name things you ride on.

Wednesday: Classroom Charts and Mimeographed Sheets--

Review-- using charts

baby	began
back	behind
ball	baby
bang	basket
barn	ball
basket	bang
be	barn
began	back
behind	be

(connect words with crayons)

Introduce:	Write Here
heard	_____
by	_____
neighbors	_____
Buzz	_____
call	_____
telephone	_____
across	_____
I'll	_____
tell	_____
city	_____
John	_____

STORY

Buzz and Ellen

Buzz was a little brown puppy.

Ellen liked Buzz.

Buzz lived at Mrs. Hill's house.

"I'll call little Ellen on the telephone and tell her Buzz can go to her house every Saturday," thought Mrs. Hill.

Ellen was so happy.

So was Buzz.

He ran across the street to Ellen's house.

The neighbors heard Ellen and Buzz playing as they went by.

Have you a pet ?

What do you do for your pet ?

Thursday

Review-- using charts

big	birthday
Bill	boat
Billy	big
bird	book
birthday	Bill
black	blue
blue	bird
boat	Billy
book	black

(connect)

Introduce -- charts and story

city	_____
John	_____
balloons	_____
ten	_____
buildings	_____
use	_____
line	_____
pull	_____
hand	_____
clothes	_____
park	_____

STORY

John in the City

John Hill lived on a farm.

He was going to the city.

He went on the train to see his Grandmother.

The city had big, big buildings.

As many as ten children lived near Grandmother.

They all played in the park.

They could use Grandmother's clothes line to pull letters from the house next door.

One day John had a letter in one hand and a red balloon in the other hand.

He laughed to see the balloon fly over the clothes line and up, up, up.

Maybe it is flying to John's farm.

Friday:

Review-- all charts of the week.

Word drill on words introduced during week as:

Pleasant	tie	
game	train	
Ann	than	
letter	more	
Joe	both	
_____	bell	
heard	ting-a-ling	
by	candy	
neighbors	today	
Buzz	Saturday	
call	_____	
telephone	city	pull
across	John	hand
I'll	balloons	clothes
tell	ten	park
city	buildings	
John	use	
	line	

Time - 10 minutes

possible score- 12

Friday Test-- Mimeographed

What is the right word ?

1. Mother is out hanging up the _____.
2. We like our _____.
3. The _____ goes faster _____ a boat.
4. In the _____ we see tall _____.
5. She _____ the _____ _____ ringing.
6. _____ is the day to play.
7. She lives _____ the street.
8. The man has red and blue _____ .

city	train	building	neighbors
Saturday	clothes	telephone	across
than	balloons	bell	heard

Monday (2nd week)

Review -- using charts

bow-wow	bow-wow
boy	buy
Brown	but
bump	busy
bumped	boy
Bunny	Brown
busy	bumped
but	Bunny
buy	bump

(connect)

Introduce-- charts and story

full	full (etc.)
Uncle	_____
money	_____
around	_____
got	_____
pay	_____
didn't	_____
stay	_____
drops	_____
jolly	_____

STORY

Whose Birthday ?

Jim was a good friend to John.

It was Jim's birthday.

He had a pocket full of money.

Father and jolly Uncle Peter gave Jim all the money.

Jim asked John to go to the park to stay all day.

They got to the park around ten in the morning.

They had candy and ice cream and ten rides on the merry-go-round.

Then it began to rain.

The drops were so big.

The boys ran home fast.

It didn't pay to stay at the park all day.

A birthday party at Jim's house was a pleasant surprise.

Tuesday (2nd week)

Review-- using charts

called	cat
came	car
can	children
can't	called
cat	chicken
car	came
chicken	can
children	can't

(connect)

Introduce:	Write here
eyes	_____
handkerchief	_____
would	_____
sister	_____

STORY

Good-by, John

"Good morning, sleepy eyes," said Grandmother.

John Hill was going back home today.

Grandmother and all his little friends would have a good-by party for him.

They played games.

They tied Buff in the back room.

Buff bow-wowed so that the children laughed and had to let him play, too.

They all had ice cream and cake.

Then John got his coat and they all went to the train with him.

He liked his friends but was happy to go home to Mother, Father and little sister.

The last his friends saw was a little handkerchief.

"Good-by, good-by," it said.

Wednesday (2nd week)

Review:

cluck	cookie
color	could
come	cluck
coming	cow
cookie	color
corn	coming
could	come
cow	corn

(connect)

Introduce:	Write Here
crow	_____
tricks	_____
flew	_____
off	_____
grass	_____
caw	_____
shout	_____
enough	_____

STORY

Black Tim

Nancy Ann is John's little sister.

She was glad to see John again.

Black Tim was Nancy Ann's pet crow.

He could do tricks.

He flew off the grass to where John was.

John was glad enough to see a new pet crow who could do tricks.

Black Tim began to say, "Caw, caw, caw, caw."

Little sister began to shout, "Stop, Tim, stop. Stop that laughing."

Then John laughed as he liked the laughing crow.

1. What does a crow say ? (caw)
2. What does a cow say ? (moo)
3. What does a hen say ? (cluck)
4. What does a rooster say ?
5. What does a chicken say ?

Thursday (2nd week)

Review:

dark	dinner
day	Dick's
dear	dark
Dick	day
Dick's	Dick
did	dear
dinner	did

(connect)

Introduce:	Write Here
Calf	_____
fence	_____
hole	_____
side	_____
sign	_____
couldn't	_____
long	_____
honk	_____
high	_____

STORY

BILLY CALF

Billy Calf lived at John Hill's farm.

He didn't like the high fence all around him.

He wanted to get out but he couldn't.

One day Billy Calf saw a long hole in the side of the fence.

Billy Calf got out.

How happy he was on the road.

The cars said, "Honk, honk. Get out of the way."

Billy Calf said, "Ma- ma ! Hello, hello !"

A sign said, "Look out for the big dog."

Billy Calf couldn't read.

The big dog ran after Billy Calf and Billy Calf ran home faster than a cat with a dog behind him.

Friday (2nd week)

Review all charts of week

Word drill on words introduced during week as:

full	crow
Uncle	tricks
money	flew
around	off
got	grass
pay	caw
didn't	shout
stay	enough
drops	
jolly	Calf
	fence
eyes	hole
handkerchief	side
would	sign
sister	couldn't
	long
	honk
	high

Time- 10 minutes
possible score- 14

Friday Test - Mimeographed (2nd week)

Draw a line to words that rhyme.

1. got	pull
2. side	stops
3. long	not
4. flew	should
5. crow	song
6. pay	sticks
7. would	say
8. drops	snow
9. full	blew
10. tricks	ride

Fill in the word.

1. The bird _____ away.
2. We had a _____ train ride.
3. The boys like to play _____.
4. She _____ like to go to the party.

Monday (3rd week)

Review:

do	doll
dog	duck
doll	down
don't	do
door	dog
down	don't
duck	door

(connect)

Introduce:	Write Here
strings	_____
because	_____
short	_____
gone	_____
visit	_____
lot	_____
gave	_____
own	_____
show	_____
if	_____

STORY

Jim at Hill Farm

Jim came for a short visit to see his friends at Hill Farm.
He liked the farm because there were so many animals and other things to see.
He gave the hens corn.
Jim said he could do a lot of work if he lived on a farm.
John said that Billy Calf was his very own.
"The hens with strings tied to their feet are my own,too," said John.
When Jim was gone, John worked around the farm.
Nancy Ann played with her dolls and Black Tim.

Name things seen in the country.
Name things seen in the city.

Tuesday (3rd week)

Review:

eat	everywhere
eating	Ellen
eggs	eat
Ellen	eating
every	eggs
everywhere	every

(connect)

Introduce:	Write Here
Elephant	_____
circus	_____
their	_____
stand	_____
hat	_____
roll	_____
kinds	_____
front	_____

STORY

At the Circus

John and Nancy Ann went to the circus with Uncle Joe.
They saw the elephants.
The elephants could stand on their heads.
They did all kinds of tricks.
Baby Elephant had on a red hat.
He could stand on his front feet.
He would then roll over.

What do you see at the circus ?
beginning with t (tents)
beginning with c (clown)
beginning with e (elephants)
beginning with f (fat lady)
beginning with l (lions)
beginning with t (tigers)
beginning with s (seal)

School of Education
Library

Wednesday (3rd week)

Review:

family	find
farm	fine
fast	feed
faster	family
fat	fell
father	farm
feed	faster
feet	fat
fell	father
find	feet
fine	fast

(connect)

Introduce:	Write Here
Bee	_____
goat	_____
forget	_____
coat	_____
catch	_____
mouse	_____
water	_____
fish	_____

STORY

See, Bee, and Wee

See, Bee, and Wee were three little sisters.

They lived next to John Hill on a big farm.

See had a pet pony.

Bee had a pet goat.

Wee had a puppy.

They had one little kitty, too.

The kitty wanted to catch a mouse. She wanted to get a fish out of the water, too. The mouse and the fish were too fast for Kitty.

One day Wee put on her new red coat and went to visit at Hill Farm. She did forget to take her puppy but puppy ran after her.

What fun they had at Hill Farm !

Thursday (3rd week)

Review:

first	from
five	four
fly	funny
food	friend
for	first
found	fun
four	found
friend	food
from	for
fun	fly
funny	five

(connect)

Introduce:	Write Here
Hallowe'en	_____
fool	_____
won't	_____
sniff	_____
noise	_____
hungry	_____
before	_____
about	_____

STORY

HALLOWE'EN FUN

John Hill and Nancy Ann liked to fool See, Bee, and Wee on Hallowe'en.

They put on funny clothes so See, Bee, and Wee won't know who they are.

They go to their house and make a funny noise-- like a black cat-- "Me-ow -- ow-- row."

See, Bee, and Wee shout and run about the house.

They see Puppy sniff and bark a happy, "Bow wow wow !"

He is saying hello to John and Nancy Ann.

Then they laugh and have a Hallowe'en party.

The hungry children have ice cream and cake before John and his sister go home.

What fun they have on Hallowe'en !

Friday (3rd week)

Review all charts of week.

Word drill on words introduced during week, as:

strings	Elephant
because	circus
short	their
gone	stand
visit	hat
lot	roll
gave	kinds
own	front
show	it
if	Hallowe'en
	fool
Bee	won't
goat	sniff
forget	noise
coat	hungry
catch	before
mouse	about
water	
fish	

Time- 10 minutes

possible score- 12

Friday Test - Mimeographed (3rd week)

1. Finish the word.

w_____	c_____
f_____	c_____
b_____	n_____
H_____	h_____
b_____	k_____
v_____	f_____

visit	hungry
water	noise
catch	fool
because	Hallowe'en
circus	before
forget	kinds

Monday (4th week)

Review :

galloping	going
get	go
girl	galloping
give	get
glad	give
go	girl
going	glad

(connect)

Introduce:	Write Here
sun	_____
tried	_____
cock-a-doodle-do	_____
wake	_____
wonderful	_____
early	_____
woods	_____

STORY

The Wonderful Rooster

The sun was up early and so was the wonderful rooster. The wonderful rooster thinks he has to wake up the sun every morning.

He tried to talk about how wonderful he was. All he could say was, "Cock-a-doodle-do."

One morning the sun came up but where was the little rooster ?

He had gone into the woods and if you ever see him, let me know.

1. What says "cluck" ? What says "Bow-wow" ?
2. What says "peep"? What says "Me-ow " ?
3. What says "tweet" ? What says "Cock-a-doodle-do" ?
4. What says "ba" ?
5. What says "moo" ?

Tuesday (4th week)

Review:

good	guess
good-by	Grandmother
Grandfather	good
Grandmother	Grandfather
gray	good-by
green	gray
guess	green

(connect)

Introduce:	Write Here
ever	_____
Ground-hog	_____
seen	_____
Bear	_____
each	_____
right	_____
nose	_____
wiggles	_____
honey	_____
smell	_____
best	_____
climb	_____
sting	_____

STORY

In the Woods

Have you ever seen a Ground-hog ? Grandfather Rabbit and Mr. Ground-hog are friends.

Three of Mr. Ground-hog's neighbors are Mrs. Brown Bear, Mrs. Squirrel, and Mrs. Crow. They all live in the woods.

Today Mrs. Bear wiggles her funny nose. She does this when she can smell honey. She can climb trees and take honey from the bee's nest. If the bees catch her, they will sting her right on the nose.

Mrs. Bear will then think it best to stay right at home.

Wednesday (4th week)

Review:

had	helped
happy	her
has	help
have	hello
he	hen
head	had
hello	happy
help	head
helped	he
hen	has
her	have

(connect)

Introduce:	Write Here
pie	_____
small	_____
six	_____
o'clock	_____
wait	_____
until	_____
biggest	_____
ready	_____

STORY

A Dinner Party

Mother Pig made some wonderful apple pies for dinner.
She made one small apple pie for Jolly Little Pig.
Mother Pig said they would have to wait until six o'clock as that was when they had dinner.
The biggest pie would be for Father Pig.
So they all got ready for dinner at six.
Jolly Little Pig ate his small pie and Father Pig ate the biggest pie.
Mother Pig ate a pie that was not too small and not too big.
It was just like a dinner party, for the three pigs.

Thursday (4th week)

Review:

here	hurry
hill	house
him	how
his	here
home	hill
hop	him
horse	home
house	his
how	hop
hurry	horse

(connect)

Introduce: Write Here

Bobby	_____	leaves	_____
soft	_____	through	_____
breakfast	_____		
never	_____		
better	_____		
knew	_____		
grows	_____		
dig	_____		
cabbage	_____		
field	_____		
far	_____		

STORY

Bobby Squirrel

Bobby was a soft little squirrel.
One morning he was ready for a good breakfast, so he ran to a far-away cabbage field.
He knew just where the cabbage grows biggest.
The green leaves made a good breakfast.
The cabbage was never better.

"Bow-wow ! Bow-wow-wow !"

A big dog was coming.
Bobby Squirrel had to run fast.
He got home and into his house.

For many days Bobby Squirrel had to dig nuts for breakfast. He did not go through the cabbages again for a long, long time.

Friday (4th week)

Review all charts of the week.

Word drill on words introduced during the week as :

sun	pie
tried	small
cock-a-doodle-do	six
wake	o'clock
wonderful	wait
early	until
woods	biggest
	ready
ever	
Ground-hog	Bobby
seen	soft
Bear	breakfast
each	never
right	better
nose	knew
wiggles	grows
honey	dig
smell	cabbage
best	field
climb	far
sting	leaves
	through

Time- 10 minutes

possible score -- 16

Friday Test-- Mimeographed (4th week)

List "w" words

1. _____
2. _____
3. _____
4. _____
5. _____

List "s" words

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List "b" words

1. _____
2. _____
3. _____
4. _____
5. _____

bear
six
wake
breakfast
small
soft
better
wonderful
smell
woods
biggest
sun
best
wait
sting
wiggles

Monday (5th week)

Review:

I	it
into	I
in	is
is	into
it (connect)	in

Introduce:	Write Here
rake	_____
tired	_____
tomorrow	_____
minute	_____
large	_____
blew	_____
winter	_____

STORY

Little Bear Helps

Mrs. Bear worked very hard.
She was tired today, but she had to rake the yard.
She thought she would not work tomorrow.

Little Bear did not like to work. He had a large book. He liked to read.
The wind blew as if it were winter. Little Bear's book blew away.
Then Little Bear thought he would help Mother Bear.

Now Mother Bear was happy with Little Bear to help her.

Do you help Mother ?
What do you do ?
in the morning ?
at noon ?
at night ?

Tuesday (5th week)

Review:

Jack	just
Jane	jump
Jane's	Jack
Jill	jumped
Jim	Jane
jump	Jill
jumped	Jane's
just	Jim

(connect)

Introduce:	Write Here
parade	_____
drum	_____
hide	_____
place	_____
garden	_____
pick	_____
start	_____
cut	_____

STORY

Baby Elephant

Come, come, come !
See the big, big drum.
And the wonderful circus parade.

Baby Elephant wants to find a place to hide. He does not want to be in the parade. He runs off to a garden. There he meets a man. The man wants Baby Elephant to work for him. He says to start to pick the corn for him. Then he says to help cut the grass.

Baby Elephant thinks he will start back to the circus. He does not like to work. He likes to play and do tricks and to see the happy children who come to the circus.

Wednesday (5th week)

Review:

kitten	laughed
know	let's
last	kitten
laugh	let
laughed	know
let	last
let's (connect)	laugh

Introduce:	Write Here
Goose	_____
bake	_____
clean	_____
cakes	_____
late	_____
herself	_____
sit	_____

STORY

Mrs. Goose and the Party

Mrs. Goose liked to clean house.
She liked to bake cakes, too.
Then she could sit herself down and think how pretty her house looked.

One day Mrs. Goose was asked to a party. She baked a big cake to take to the party. The cake looked very good.

It was late when Mrs. Goose came home from the party. She had had a good time. She sat herself down to think about the party. Mrs. Goose thought she would have a party in her own clean little house. This made Mrs. Goose happy.

Thursday (5th week)

Review:

like	lost
little	look
live	like
look	looking
looked	little
looking	live
lost	looked

(connect)

Introduce:	Write Here
fall	_____
Zeke	_____
pile	_____
burn	_____
fire	_____
bricks	_____
top	_____
potatoes	_____
told	_____
try	_____
bigger	_____
wouldn't	_____

STORY

Zeke Burns Leaves

The children are happy when the leaves fall on Pleasant Street. Zeke will come to rake them. Zeke and the children burn the leaves on top of a pile of bricks. Zeke had put potatoes under the bricks. When the leaves burned, the potatoes baked. Zeke told everyone to try a baked potato. The potatoes are very good.

You wouldn't want to see a bigger fire than the one Zeke has when he burns the leaves. It is as high as the top of your house.

Friday (5th week)

Review all charts of week.

Words Introduced during week are reviewed and enriched.

Words are:

rake	Goose
tired	bake
tomorrow	clean
minute	cakes
large	late
blew	herself
winter	sit
parade	fall
drum	Zeke
hide	pile
place	burn
garden	fire
pick	bricks
start	top
cut	potatoes
	told
	try
	bigger
	wouldn't

Time--10 minutes

possible score-- 20

Friday Test- Mimeographed (5th week)

Find and underline the small word in

1.	winter	cold
2.	bigger	small
3.	late	early
4.	minute	second
5.	tomorrow	yesterday
6.	told	spring
7.	potatoes	carrots
8.	sit	stand
9.	herself	myself
10.	place	grace

Monday (6th week)

Review:

made	merry-go-round
make	may
making	ma-ma
ma-ma	made
man	me
many	make
may	many
maybe	making
me	man
merry-go-round	maybe

(connect)

Introduce:	Write Here
Miss	_____
second	_____
always	_____
nice	_____
sorry	_____
keep	_____
care	_____
people	_____

STORY

School Time

Miss Gray is very nice. She always looks pretty in school. She is sorry when she has to keep little people after school.

Billy liked Miss Gray. She helped him every day. Billy helped Miss Gray, too. He was good and helped Miss Gray take care of the school room.
This second grade was fun and all the children liked to read and play games.

What do you do at school ?

beginning with a -- arithmetic

beginning with s -- spelling

beginning with r -- reading

beginning with w -- writing

beginning with p -- play

Tuesday (6th week)

Review:

met	must
mew	met
milk	my
moo	must
morning	Mr.
Mother	moo
Mr.	Mother
Mrs.	morning
must	milk
my	mew

(connect)

Introduce:	Write Here
cold	_____
window	_____
deep	_____
shovel	_____
himself	_____
much	_____

STORY

The Snow Man

Peter and Ellen looked out the window one cold morning. The snow was deep and Zeke was going to shovel it from the walks.

Peter and Ellen went outdoors to help Zeke. He soon had the walks all clean so the children could not help him. They had much more fun playing in the snow and Zeke helped them make a big snow man.

Wednesday (6th week)

Review:

name	nest
Nancy	night
nest	nut
new	now
next	Nancy
night	name
no	new
not	next
nothing	no
now	nothing
nut	not

(connect)

Introduce:	Write Here
Christmas	_____
lights	_____
beautiful	_____
hurried	_____
brought	_____
watch	_____

STORY

Christmas

The children on Pleasant Street always had fun when they played at Evergreen Park.
Christmas would soon be here.
They put beautiful lights on an evergreen tree in the park.
The children thought how all the people would be happy at Christmas when they saw the beautiful live Christmas tree.
They hurried to have everything ready to light up the tree for Christmas.
Good Zeke helped the children.
Zeke brought many of the lights for the tree.
It was fun to watch the happy children.
They were happy because they made others happy.

Thursday (6th week)

Review:

of	outdoors
oh	one
old	over
on	of
once	out
one	our
open	oh
or	once
other	old
our	open
out	other
outdoors	on
over	or

(connect)

Introduce:	Write Here		
spring	_____	blow	_____
seeds	_____	Johnny	_____
plant	_____	shook	_____
near	_____	move	_____
those	_____	I'm	_____
scare	_____		
stick	_____		

STORY

Spring

Dick and Jane wanted to have a spring garden. "I'm going to plant seeds near the house," said Dick.

"I'll plant my seeds near Father's garden," said Jane.

"You will have to scare the birds away," said Zeke. "They will eat your seeds."

Zeke put a big stick into the ground and began to make a scarecrow. The wind made the scarecrow blow and scare away the birds. Zeke's scarecrow shook in the wind and the birds began to move on to another garden.

Johnny had a nice garden next door. Zeke and the children made a scarecrow for him, too. The scarecrows looked funny.

Friday (6th week)

Review all charts of the week.

Words introduced during the week are reviewed and enriched--

Words are:

Miss	Christmas
second	lights
always	beautiful
nice	hurried
sorry	brought
keep	watch
care	
people	spring
	seeds
cold	plant
window	near
deep	those
shovel	scare
himself	stick
much	blow
	Johnny
	shook
	move
	I'm

Time- 10 min.
possible score-16

Friday Test-- Mimeographed (6th week)

Connect with a line, words that sound alike.

I.	shook	needs
	deep	mice
	light	fear
	nice	sleep
	care	book
	cold	scare
	much	right
	blow	bold
	near	snow
	seeds	such

II. It is a very _____ day.

I see the _____ in the window.

The snowman is _____ and big.

The wet dog _____ himself.

It is _____ colder today.

Would you ____ for a ride ?

nice

light much care

cold shook

Monday (7th week)

Review:

paint	pig
painted	playing
party	paint
Patty	play
peep	Peter
pennies	painted
pet	party
Peter	pennies
pig	Patty
play	pet
playing	peep

(connect)

Introduce:	Write Here
afraid	_____
answered	_____
slow	_____
turn	_____
build	_____

STORY

Bunny Boy

Bunny Boy was Dick's rabbit. Every day Dick took care of his pet. Bunny Boy was not afraid of Dick. He was not afraid of Ann, Dick's little sister.

The children wanted to build a house for Bunny Boy. The house was ready and when Dick went to turn around, he saw Bunny Boy running away to the woods. Bunny Boy was so slow that Dick could catch up to him.

"Do you think Bunny Boy wants to live in the woods?" Dick asked Ann.

"I think he does not want to live in the house we made," said Ann.

"I want Bunny Boy to go where he wants to go," said Dick. "He does not have to live in this house."

Bunny Boy never ran away again.

Tuesday (7th week)

Review:

please	Puff
pocket	put
poky	push
pony	please
pretty	pushed
Puff	poky
puppy	pretty
push	pony
pushed	pocket
put	puppy

(connect)

Introduce:	Write Here
cry	_____
Brother	_____
cried	_____
fox	_____
hair	_____
wolf	_____

STORY

Brother Rabbit and Mr. Fox

Brother Rabbit met a fox. The fox said he was going to eat Brother Rabbit. Brother Rabbit began to cry.

A big wolf came along. The wolf said he was going to eat Brother Rabbit and Mr. Fox.

Mr. Fox said they would be good eating if cooked.

Mr. Wolf thought so, too, so he let Mr. Fox go with Brother Rabbit to find some wood to make a fire.

When they were far off in the woods, Mr. Fox said, "Run home, Brother Rabbit. I have no time to eat you today."

Mr. Wolf had no fox or rabbit for his dinner that day.

Wednesday (7th week)

Review:

quack	red
rabbit	ran
rain	road
ran	quack
read	ride
red	rain
ride	rabbit
road (connect)	read

Introduce:	Write Here
third	_____
straw	_____
chinny-chin-chin	_____ ___ _____
huff	_____
together	_____
hot	_____
churn	_____
quick	_____
chimney	_____
pot	_____
floor	_____

STORY

Three New Pigs

Once there were three little pigs-- not the pigs you know. The three little pigs always played together. They always helped Mother Pig. If Mother called, they were quick to run to her.

The first little pig was named Willy. The second little pig was named Billy. The third little pig was named Silly.

The first little pig was busy making butter in the butter churn one day. The second little pig was busy raking straw for their floor. The third little pig was very hot today as he was baking pie for dinner. He put some water in the pot on the fire under the chimney. Then he laughed and put his hand up to his chinny-chin-chin. He was thinking of the old wolf who had come down his neighbor's chimney, "That wolf will never huff and puff again," laughed the busy third little pig named Silly.

Thursday (7th week)

Review:

robin	run
room	rooster
rooster	running
round	robin
run	room
running	round

(connect)

Introduce:	Write Here
porridge	_____
boil	_____
country	_____
earth	_____
lion	_____

STORY

A Little Girl

Once upon a time there was a little girl. She lived in the country with her mother in a small house.

Every morning Mother would boil some porridge for the two of them. They always planted a nice garden in the spring.

One day the little girl was planting her garden. She made little holes in the earth and put in the seeds. When she looked around she saw a lion coming for her. The little girl shouted and ran into the house.

Soon some men came down the street and took the lion away. He was a circus lion, a good old lion, but everyone was afraid of him.

Friday (7th week)

Review all charts of the week.

Words introduced during the week are reviewed and enriched.

Words are:

afraid
answered
slow
turn
build

cry
Brother
cried
fox
hair
wolf

third
straw
chinny-chin-chin
huff
together
hot
churn
quick
chimney
pot
floor

porridge
boil
country
earth
lion

Time--10 minutes

possible score -- 12

Friday Test -- Mimeographed (7th week)

Fill in the word.

1. She lives in the _____.
2. The baby _____ and _____.
3. I am going to _____ a house.
4. The little girl ____ my letter.
5. That is the _____ story she has read today.
6. The kite fell to the _____ .
7. The two little girls went to school _____ .
8. The little lamb was _____ of the dark night.
9. It is your _____ to jump and my ____ to swing.
10. The _____ of the house is red.

answered	chimney
third	together
country	afraid
earth	build
cried	turn

Monday (8th week)

Review:

said	sat
Sally	say
Sally's	see
sang	said
sat	she
saw	Sally
say	sang
school	Sally's
see	saw
she	school

(connect)

Introduce:

Scott Foresman 2 II

More Friends and Neighbors

	Write Here
oak	_____
slide	_____
sleds	_____
sliding	_____
smile	_____
pan	_____

STORY

Oak Hill

All the children liked to slide on Oak Hill. They all had sleds-- some old and some new.

One little girl didn't have a sled. She used an old pan for sliding down hill. The smile she had for everyone as she went sliding along made them all laugh. The others all had a ride on the little girl's new kind of sled.

Tuesday (8th week)

Review:

sleep	splash
sleepy	so
slower	Spot
snow	soon
so	sleep
some	slower
something	sleepy
soon	snow
splash	some
Spot	something

(connect)

Introduce:	Write Here
wave	_____
ice	_____
skate	_____
suddenly	_____
arms	_____
hurt	_____
corner	_____

STORY

The New Boy

Tom, Tim and Nancy were going to skate in Tom's back yard. The ice was just right. They suddenly saw a big hole in the ice. Around the corner of the barn they saw a new boy. He waved his arms at them. The children asked the new boy to come and skate.

When the new boy saw the hole, he said some one could get hurt there. He put up a big sign, "Keep Off."

The new boy was fun. When he had to go home, they went, too. They could see the new boy wave from the top of Oak Hill.

Wednesday (8th week)

Review:

squirrel	swish
stop	surprise
stopped	Susan
store	squirrel
story	stopped
street	stop
surprise	store
Susan	street
swish (connect)	story

Introduce:	Write Here
Molly	_____
shut	_____
station	_____
wet	_____
matter	_____
fix	_____
inside	_____

STORY

Molly and Her Dolls

Molly was a little girl who liked dolls. No matter where you saw Molly she would have a doll with her. Her best doll had eyes that could open and shut.

One day Molly was going to visit Grandmother. Mother said she could bring her best doll.

They went to the station to get the train. Molly put her doll down in the station when she went to fix her hair. Molly had to wet her hair to make it stay in place.

When Molly was on the train, the beautiful doll was inside the station. Molly could not have her doll until she came back from Grandmother's.

Thursday (8th week)

Review:

tail	then
take	that
talk	them
thank	tail
that	talk
the	take
them	the
then	thank

(connect)

Introduce:	Write Here
Betty	_____
paper	_____
box	_____
bring	_____
lunch	_____
shoes	_____
foot	_____
bought	_____
left	_____
policeman	_____
lift	_____
happen	_____

STORY

Betty Is a Helper

Betty liked school. She always took her lunch in a paper box. She knew what would happen if she forgot to bring her lunch. She would have a long walk home by herself.

Betty always said hello to the kind policeman near her school. One day she brought some candy and left it in the policeman's pocket. The policeman went to lift a little girl across the street and one of her little shoes fell off. Betty ran to get the little girl's shoe and then she put it on her foot for her.

The policeman said that Betty was one of his best helpers. Betty liked to be a helper.

Friday (8th week)

Review: all charts of the week.

Words introduced during the week are reviewed and enriched.

Words are:

oak	Molly
slide	shut
sleds	station
sliding	wet
smile	matter
pan	fix
	inside
wave	
ice	Betty
skate	paper
suddenly	bring
arms	shoes
hurt	bought
corner	policeman
	lift
	happen
	box
	lunch
	foot
	left

Time-- 10 minutes

possible score-- 17

Friday Test-- Mimeographed (8th week)

Draw a line to words that sound alike.

1.	smile	farms
2.	pan	but
3.	sleds	jolly
4.	slide	late
5.	bring	while
6.	bought	ride
7.	matter	fan
8.	shut	beds
9.	wave	fatter
10.	skate	thought
11.	Molly	save
12.	arms	thing

1. Mother _____ Molly a new dress.

2. The boy ate his _____.

3. He has some new _____.

4. Mother _____ the _____ for him.

bought shoes lunch

Monday (9th week)

Review:

there	think
they	Tim
thing	they
think	there
this	three
thought	thing
three	this
Tim	thought

(connect)

Introduce:	Write Here
riding	_____
detour	_____
David	_____
men	_____
words	_____
means	_____
longer	_____
bumpety	_____
does	_____
past	_____
end	_____

STORY

Riding Along

David does like to go riding. He even likes bumpety rides.

One day they were all out riding. They took a longer ride than they were going to do.

After a time they saw men working on the road. They were putting up a detour sign. "The sign means we must go another way," said Father. He turned around to go back home. Father did not like bumpety roads.

David was glad he could read all the words on the signs that they went past.

This was so long a ride that even David was glad when the end came. Home looked good.

Tuesday (9th week)

Review:

time	tree
to	two
Tom	took
too	toy
took	time
town	Tom
toy	too
tree	to
two	town

(connect)

Introduce:	Write Here
roller	_____
hear	_____
stood	_____
while	_____
quiet	_____
wonder	_____
I've	_____
save	_____

STORY

Molly and Her Roller Skates

Molly could hear the children roller skating. "I wonder where my roller skates are," she thought.

Mother said she wished it was more quiet while the baby was sleeping.

"I've put your skates in the barn," said Mother. Molly stood quiet for a long time.

"I'll wait and skate some other time, Mother," said Molly. "When the baby wakes up, then I will go."

Molly was a good girl. Mother knew she wanted to save her from more work.

When baby waked up, Molly went skating with the children.

Wednesday (9th week)

Review:

umbrella	very
under	us
up	valentine
us	umbrella
valentine	under
very	up

(connect)

Introduce:	Write Here
pictures	_____
clowns	_____
week	_____
real	_____
dimes	_____
paid	_____
slowly	_____

STORY

The Circus Money

Jack and Jim were reading a book about the circus. They liked the pictures of the clowns.

"There is a real circus in town," said Jack. "Do you want to go some day this week ?"

Jim thought he would like to go, so the boys were going to save all the money people paid them for doing work. They worked hard.

On Saturday, the boys were ready for the circus. The car went slowly for the boys. They were in a hurry to get there. Each boy had ten dimes to buy things at the circus.

What things will the boys buy at the circus ?

Thursday (9th week)

Review:

wagon	wee
walk	way
walked	we
want	walk
wanted	wagon
was	walked
way	wanted
we	want
wee	was

(connect)

Introduce:	Write Here
longest	_____
summer	_____
shortest	_____
shorter	_____
Wag	_____
wagged	_____
count	_____
steps	_____
rest	_____

STORY

Tom and His Dog

Wag was Tom's dog. Wag always wagged his tail when he heard Tom's steps. Wag had the longest tail you ever saw. When Wag was with Tom that tail hever had a rest. It went wag, wag, wag all the time.

Tom wanted Wag to count. He knew Wag could count to four. He always went Bow-wow-wow-wow. He would not count to five.

One beautiful summer day, the two went for a walk. Tom thought he could find a shorter way home. Wag found the shortest way home, as he was home before Tom for once.

Friday (9th week)

Review all charts of the week.

Words introduced during the week are reviewed and enriched.

Words are:

riding	roller	pictures
detour	hear	clowns
David	stood	week
men	while	real
words	quiet	dimes
means	wonder	paid
longer	I've	slowly
bumpety	save	
does		
past	longest	
end	summer	
	shortest	
	shorter	
	Wag	
	wagged	
	count	
	steps	
	rest	

Time- 10 minutes
possible score- 11

Friday Test- Mimeographed (9th week)

Fill in the words.

1. Flowers grow in the _____ time.
2. The _____ of flowers are so beautiful.
3. I _____ where the children are going to play.
4. The _____ rope is the best for jumping.
5. To _____ means to go another way.
6. The children are _____ in school.
7. The _____ in the circus are so funny.
8. That was a _____ good show.
9. He _____ he will play with you today.
10. The boy stood s_____ to say the _____ .

summer	quiet	means	slowly
longest	clowns	pictures	words
wonder	detour	real	

Monday (10th week)

Review:

well	were
went	where
were	who
what	which
when	when
where	white
which	well
white	what
who	went

(connect)

Introduce:	Write Here
Sam	_____
cool	_____
Sandy	_____
isn't	_____
point	_____
goes	_____
often	_____
been	_____
mouth	_____
quickly	_____
joke	_____

STORY

The Story of Sleepy Sam

Sam was an old horse at Oak Hill Farm. His real name was Sleepy Sam because he was always sleepy. Jill and Nancy were so little they could both ride Sleepy Sam at once.

Sandy worked at the farm. He was good to Sleepy Sam. He often brought him cool water.

Sandy liked to joke with Nancy and Jill. "Sleepy Sam isn't just an old horse," he often said. "He is a wonderful circus horse and can run so quickly that the circus people can not find him. He goes like the wind if he wants to. There's no point in running like that from two little girls. They have been good friends to him."

Sleepy Sam opens his mouth to say, "Yes." He says, "Ee --ee --ee--ee " !

Tuesday (10th week)

Review:

why	worked
will	woman
wind	wish
wish	why
with	work
woman	will
work	with
worked	wind

(connect)

Introduce:	Write Here
Waddle	_____
pen	_____
grunt	_____
follow	_____
bark	_____
cream	_____
hippety	_____
trot	_____
doesn't	_____
still	_____

STORY

Betty and Her Four Pets

Betty had four pets. They were:Happy, the dog; Doodle, the rooster; Waddle, the duck; and Zeke, a fat, jolly little pig.

Zeke liked to grunt and follow Betty all the time. He did not like his clean little pen.

Happy liked to bark when he was with Betty. Then Betty always gave him cream. Happy would trot after Betty all the time.

Doodle liked to say "Cock-a-doodle-do. I like you too, I do." With a hippety hop he followed Betty and never stayed still.

Waddle likes the water. He doesn't follow Betty very much as he likes to splash all day.

Betty likes her four pets.

Wednesday (10th week)

Review:

yard	your
yellow	yes
yes	yard
you	yellow
your	you

(connect)

Introduce:	Write Here
magic	_____
cart	_____
whisper	_____
ear	_____
almost	_____
drive	_____
should	_____
seems	_____
hold	_____

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STORY

David's Pony

Trot was a black and white pony. David liked to drive the pony and his little red cart. The pony would hold his head high and trot along the road.

David and his pony took a drive almost every day. It seemed as if they were almost always together. Trot was like a magic pony. If you should whisper in his ear where you wanted to go, he would hold his head up high and take you right there. Trot was a wonderful pony, because David took very good care of him.

You should be kind to animals. Then they will like you, too.

Thursday (10th week)

Review:

about	Ann
across	always
afraid	about
always	around
Ann	across
around	always

(connect)

Introduce:	Write Here
that's	_____
wash	_____
Penny	_____
face	_____
trip	_____
above	_____
babies	_____
kitty	_____
voice	_____
living	_____

STORY

Penny

Penny was a kitty who liked to wash her face every day. She was living with Ann, a good little girl and that's why kitty liked to be good. Ann was always good to kitty and talked to her in a soft voice.

Penny and Ann took a trip around the big yard every day. Penny and Ann liked to watch Mother Duck and her babies. Mother Duck and the babies liked to wash, too. Do you ?

Friday (10 th week)

Review all charts of the week.

Introduced words of the week are reviewed.

Words are:

Sam	Waddle	magic
cool	pen	cart
Sandy	grunt	whisper
isn't	follow	ear
point	bark	almost
goes	cream	drive
often	hippety	should
been	trot	seems
mouth	doesn't	hold
quickly	still	
joke		
	that's	
	wash	
	Penny	
	face	
	trip	
	above	
	babies	
	Kitty	
	voice	
	living	

Time-10 min.

Friday Test- Mimeographed (10th week) possible score- 16

I. Draw a line to the word that sounds the same.

1.	bark	giving
2.	trot	handy
3.	drive	then
4.	should	not
5.	hold	dark
6.	still	seen
7.	pen	could
8.	been	hear
9.	Sandy	pool
10.	ear	dive
11.	living	told
12.	cool	will

II. Cross out the word that should not be there:

pool	told	will	when
pen	hold	not	then
hen	giving	still	handy

Monday (11th week)

Review:

bear	because
beautiful	before
because	bear
bee	beautiful
before	bee

(connect)

Introduce:	Write Here
chatter	_____
maple	_____
tiny	_____
learn	_____
warm	_____
branch	_____
hiding	_____
toward	_____
poor	_____
loud	_____
wasn't	_____

STORY

Mrs. Chatterbox

Mrs. Chatterbox was a mother squirrel. She and her tiny babies lived in a big maple tree. You could hear her chatter, chatter, chatter all day.

Mother Squirrel wasn't going to let her children be hungry next winter. Now it was warm so they must learn about hiding nuts for the cold winter.

Mrs. Chatterbox chattered loud to one baby squirrel who was very slow. He looked toward Mother and began to cry. Mother felt sorry for him and thought she'd better help her poor little Johnny Slow.

Then Johnny Slow smiled up at Mother. He was a happy little worker now.

Tuesday (11th week)

Review:

bell	blew
best	biggest
better	bell
bigger	blow
biggest	best
blew	bigger
blow	better

(connect)

Introduce:	Write Here
woodpecker's	_____
bank	_____
roof	_____
crack	_____
feathers	_____
tap	_____
jay	_____
bugs	_____
quit	_____
cries	_____

STORY

The Woodpecker

Do you put money in the bank ? The woodpecker's bank is a crack where he can save food. He likes bugs to eat and saves them in a crack of the roof.

The woodpecker works for food. He goes tap, tap, tap all day. The bluejay tries to take his food when the woodpecker banks it. The woodpecker can see the blue feathers of the bluejay and if he goes near his bank, the woodpecker scares him away. The woodpecker cries, "Qu--ee ! Quit, quit, quit ! "

Wednesday (11th week)

Review:

Bobby	brought
boil	Bobby
both	by
brick	burn
brother	buzz
brought	brick
building	boil
burn	building
buzz	brother
by (connect)	both

Introduce:	Write Here
wren	_____
queer	_____
listen	_____
carry	_____
forth	_____
beside	_____
screams	_____
middle	_____
it's	_____

STORY

The Wren Family

A wren is a little bird. Mother Wren has six queer little babies. The babies have no feathers. They all live in a nest in the middle of a field.

Every day Mother Wren would carry food to her babies. One day, when Mother Wren was bringing food, she saw a man standing beside the nest. He stopped to listen to the screams of the babies in the nest. They were afraid because the man was so big. The man laughed and went forth to his work.

"Now it's time for us to move away," said Mother Wren to her scared little wrens.

Thursday (11th week)

Review:

cabbage	caw
cake	candy
calf	catch
candy	cabbage
care	calf
catch	cake
caw	care

(connect)

Introduce:	Write Here
Skip	_____
supper	_____
kitchen	_____
chairs	_____
smart	_____
knock	_____
excited	_____
yourself	_____

STORY

Skip, Joe's Dog

Skip was Joe's dog. He was a smart little dog. When he got excited, his little tail went knock, knock, knock on the floor.

Joe always gave Skip his supper in the kitchen. If Joe was not home, Skip would sit on one of the best chairs and wait for him. Mother did not like this.

Joe always said, " Get down, Skip. Mother's afraid you'll hurt yourself."

Skip would get excited when he heard Joe. Knock, knock, knock would go his tail on the floor.

Friday (11th week)

Review all charts of the week.

Review all words introduced during the week.

chatter	woodpecker's	wren
maple	bank	queer
tiny	roof	listen
learn	crack	carry
warm	feathers	forth
branch	tap	beside
hiding	jay	screams
toward	bugs	middle
poor	quit	it's
loud	cries	
wasn't		

Skip
supper
kitchen
chairs
smart
knock
excited
yourself

Time- 10 minutes

possible score - 14

Friday Test- Mimeographed (11th week)

Find the small word in each big word.

I. Underline.

1.	chatter	quit
2.	tiny	roof
3.	branch	beside
4.	toward	forth
5.	feathers	chairs
6.	yourself	smart
7.	excited	bank
8.	supper	warm
9.	kitchen	learn
10.	listen	knock

II. Cross out the word that does not belong.

bank	loud	say	knock
it's	cloud	tiny	quit
thank	wren	jay	lock

Monday (12th week)

Review:

chimney	clothes
chinny-chin-chin	city
Christmas	climb
churn	chimney
circus	Christmas
city	chinny-chin-chin
clean	circus
climb	churn
clothes (connect)	clean

Introduce:	Write Here
friendly	_____
forgot	_____
neck	_____
sing	_____
terrible	_____
butter	_____
flowers	_____
rose	_____
write	_____
squawk	_____
became	_____
wise	_____

STORY

The Singing Goose

Mrs. Goose was a friendly old goose but she was not very wise. She liked to sing, but the noise was terrible.

Miss Squirrel was the teacher. She always became very cross at Mrs. Goose who liked to visit school. Old Mrs. Goose always forgot where she was, and would start to sing, "Squawk, squawk, squawk." The children then forgot to write. They laughed and laughed. Mrs. Goose looked so funny as her long neck rose up and down. "Squawk, squawk, squawk."

Then Mrs. Goose was sorry. One day she made some nice butter for Miss Squirrel. She put on her best hat with the flowers on it and went to school again.

This time she did not sing. She was a good Mrs. Goose. This time Miss Squirrel was happy and she asked Mrs. Goose to come again.

Tuesday (12th week)

Review:

coat	cry
cock-a-doodle-doo	cut
cold	coat
couldn't	crow
country	cock -a-doodle-doo
crow	couldn't
cry	country
cut	cold

(connect)

Introduce:	Write Here
wings	_____
need	_____
pond	_____
hopped	_____
bright	_____
proud	_____
change	_____
rub	_____
bed	_____
hard	_____
smiling	_____
few	_____

STORY

A Story of Little Rabbit

It was a bright day. The sun was smiling in the pond. A rabbit hopped on the hard ground. "In a few days it will be winter and I will need a warm bed," said Little Rabbit.

Little Rabbit began to rub his nose. He could smell someone coming. He hopped away to hide in the grass.

It was only the proud old turkey. He was so proud of his wings. Little Rabbit thought wings would be nice and warm for winter. "I'd like to change my coat for Mr. Turkey's big wings," thought the silly little rabbit.

Then Mother Rabbit called to say the family was ready to find a winter home.

Little Rabbit hopped after Mother Rabbit. He would not want a turkey for a mother thought Little Rabbit. He wanted his Mother Rabbit.

Wednesday (12th week)

Review:

deep	dig
didn't	drum
dig	deep
drop	didn't
drum	drop

(connect)

Introduce:	Write Here
sad	_____
village	_____
taking	_____
gate	_____
farmer	_____
squeal	_____
most	_____
pink	_____
upside	_____
afternoon	_____
believes	_____
sure	_____

STORY

Three Little Pigs

One afternoon a farmer was going to the village. He was taking three little pigs in a wagon and he was sure he would sell them-- pink noses and all.

The little pigs were sad at leaving their mother and they began to squeal. The little pig that squealed the most was always getting turned upside down as they rode along. He did not like the bumps. This sad little pig believes he will never see his mother again.

The farmer then begins to feel sad when he hears the sad little pigs squeal. He thinks he will go to the village some other day.

The farmer turns the wagon around. Somehow the pigs then stop squealing and all three look happy again.

When they all turn in at the gate, Mother Pig squeals and the three little pigs squeal.

Thursday (12th week)

Review:

each	eye
early	elephant
earth	ever
elephant	each
enough	enough
ever	earth
eye	early

(connect)

Introduce:	Write Here
dances	_____
scrub	_____
dust	_____
tonight	_____
dress	_____
lay	_____
tables	_____
these	_____
such	_____
done	_____
plenty	_____

STORY

A Little Mouse

Little Mouse has done plenty of work every day. There was no dust in her house ! There was no dust on her tables and chairs ! She was such a good worker and never took time for play.

As Little Mouse began to think of these things, she was not happy.

"I will have some fun tonight," she thought. "I will first scrub my face and then put on my new dress. Then I will go for a walk," said Little Mouse to herself.

This made Little Mouse feel better so she began to dance. She danced and danced and then had three dances more.

Then Little Mouse lay down on her little bed and forgot to go walking. She was too tired, but she was a happy little mouse. She liked dancing.

Friday (12th week)

Review all charts of the week.

Review all words introduced during the week, as:

friendly	wings	sad
forgot	need	village
neck	pond	taking
sing	hopped	gate
terrible	bright	farmer
butter	proud	squeal
flowers	change	most
rose	rub	pink
write	bed	upside
squawk	hard	afternoon
became	smiling	believes
wise	few	sure
	dances	done
	scrub	plenty
	dust	
	tonight	
	dress	
	lay	
	tables	
	these	
	such	

Time--10 minutes
possible score-- 17

Friday Test-- Mimeographed (12th week)

I. Write "f" words here:

1. _____
2. _____
3. _____
4. _____
5. _____

II. Write "s" words here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

III. Write "b" words here:

1. _____
2. _____
3. _____
4. _____
5. _____

List:

1. sing
2. butter
3. forgot
4. squawk
5. became
6. friendly
7. scrub
8. believes
9. squeal
10. bright
11. farmer
12. sure
13. few
14. smiling
15. bed
16. flowers
17. sad

Monday (13th week)

Review:

fall	fire
far	fish
fence	fall
field	fence
fire	far
fish	field

(connect)

Introduce:	Write Here
engine	_____
wheat	_____
bags	_____
easy	_____
flour	_____
bread	_____
lazy	_____
ding-dong	_____
years	_____
harder	_____
surely	_____

STORY

About the Farmer

The farmer does not have easy work to do. He is never lazy. The farmer grows wheat. The wheat is made into flour. The flour makes the bread we like to eat.

The farmer likes to live in the country. He likes to visit in the city. The train takes the farmer to the city. The engine pulls the train. The train calls out, "Ding-dong" and then starts for the city.

The farmer has worked in the country for many years. He surely likes his work. It is harder to work if you do not like your work.

The farmer is glad to visit the city but he is glad, too, when the train takes him back to the country. The farmer brings home many things for the farm and two big bags of candy for his two little children.

Tuesday (13th week)

Review:

flew	fool
floor	fox
fool	full
forget	front
fox	flew
front	forget
full	floor

(connect)

Introduce:	Write Here
hoe	_____
weed	_____
fiddle	_____
sounds	_____
squeak	_____
perhaps	_____
helper	_____
hive	_____
earn	_____
legs	_____
shall	_____

STORY

Little Pig and the Fiddle

A little pig was lazy. He didn't want to work to earn his living. He would not hoe the garden for his mother. He would not weed the garden. All he would do was make terrible sounds on a fiddle, "Squeak, squeak, squeak."

Mother had to stand on her tired legs all day as Little Pig would not be her helper. "I shall not work," he said. "I shall play my fiddle all day."

Little Pig went to sit down under a tree to play his fiddle. He jumped high in the air. He had sat on a hive of bees. He ran around and around.

Mother came to help Little Pig. She said, "Now, Little Pig, perhaps you will not be lazy. Perhaps you will help me. You do not play the fiddle well. I will show you how to play a fiddle if you will first help me."

Then the little pig was Mother Pig's helper and soon he began to play the fiddle well.

Wednesday (13th week)

Review:

game	grow
garden	grass
gave	goose
goat	ground-hog
gone	got
goose	game
got	gave
grass	gone
ground-hog	garden
grow	goat

(connect)

Introduce:	Write Here
Easter	_____
path	_____
kept	_____
tweet	_____
yet	_____
gay	_____
meet	_____
fairy	_____
leaf	_____
dancing	_____
star	_____
touch	_____

STORY

Easter Morning

It was Easter. The birds were singing, "Tweet, tweet." The bunny rabbits were happy and gay. The Easter Fairy came dancing to meet them and make them Easter Rabbits.

The fairy came down the path. Her wagon was a big green leaf and her horses were two little white mice. The beautiful fairy had a big star in her hand. The fairy had to touch each bunny with the star before he could be an Easter Bunny.

There were so many rabbits and yet the fairy touched them all with her star.

Then the fairy kept right on going down the path to meet her mother. Her mother was the Queen of the Fairies.

Thursday (13th week)

Review:

hair	herself
Hallowe'en	hand
hand	hide
handkerchief	hair
hat	Hallowe'en
herself	hat
hide	handkerchief

(connect)

Introduce:	Write Here
tall	_____
forest	_____
branches	_____
really	_____
only	_____
ha	_____
hadn't	_____

STORY

The Christmas Tree

There was a tall tree in the forest. The branches were beautiful and green.

A little boy who hadn't any Christmas tree was walking along in the forest. He was really looking for a little Christmas tree.

The little boy saw the beautiful tree. "If only I had that for my Christmas tree," he said.

A man was behind that tree. He heard the little boy.

"Ha-ha," he laughed. "So you want that tree for a Christmas tree ! You shall have it. I wanted to make someone happy this Christmas. I will send the tree to your house today."

"Thank you," said the happy little boy. "Thank you" !

Friday (13th week)

Review all charts of the week.

Review all words introduced this week:

engine	hoe	Easter
wheat	weed	path
bags	fiddle	kept
easy	sounds	tweet
flour	squeak	yet
bread	perhaps	gay
lazy	helper	meet
ding-dong	hive	fairy
years	earn	leaf
harder	legs	dancing
surely	shall	star
		touch
	tall	
	forest	
	branches	
	really	
	only	
	ha	
	hadn't	

Time-- 10 minutes
possible score-- 12

Friday Test- Mimeographed- (13th week)

Cross out the word that doesn't belong.

weed	tweet	flour
fiddle	sweet	years
seed	fairy	tears
tall	touch	earn
call	star	learn
only	car	shall
riddle	yet	bread
squeak	met	head
fiddle	bags	leaf
star	gay	shall
hive	day	legs
live	path	begs

Monday (14th week)

Review:

high	hurried
himself	honk
hole	hungry
honey	honey
honk	huff
hot	high
huff	hole
hungry	hot
hurried	himself

(connect)

Introduce:	Write Here
aunt	_____
clock	_____
apron	_____
oven	_____
noon	_____
straight	_____
moving	_____
baking	_____
carried	_____
pumpkin	_____

STORY

At Aunt Susan's House

Aunt Susan was baking pies. When the two hands of the clock were straight up, it was noon and her pies were done.

Aunt Susan went to the oven as she knew the pies would be done. She took off her big apron and carried the pies to the window to cool.

When the children came in, they jumped for joy when they saw the pies. They ate one of the pies after lunch and they thought how nice it was to stay at Aunt Susan's on Saturday. That was Aunt Susan's baking day.

Tuesday (14th week)

Review:

if	keep
I'll	knew
I'm	if
Joe	kind
John	jolly
Johnny	I'm
jolly	I'll
keep	John
kind	Joe
knew	Johnny

(connect)

Introduce: Write Here

weather	_____	answer	_____
cap	_____	having	_____
cover	_____		
even	_____		
remember	_____		
truck	_____		
sand	_____		
grocery	_____		
heavy	_____		
might	_____		

STORY

Winter

The weather is cold. Billy pulls his cap down to cover his ears. He is having a hard time to keep warm even with his heavy clothes. If Billy did not look out, he might fall.

Mother has sent Billy to the grocery store for some things. The truck would not be able to bring the things until there was sand on the roads. Billy could not remember when the weather was as cold as today.

Mother had tried to call the store but they did not answer.

The store was open when Billy got there.

In a short time, the roads were sanded and Billy rode home in the truck.

Wednesday (14th week)

Review:

large	lot
late	line
leave	long
letter	large
light	lion
line	leave
lion	late
long	letter
lot	light

(connect)

Introduce:	Write Here
hammer	_____
boxes	_____
louder	_____
loudest	_____
boards	_____
getting	_____
haven't	_____
stairs	_____
part	_____
whole	_____
reach	_____
myself	_____

STORY

A Play House

Joe and Johnny are good friends. They are getting some boards and boxes to build a play house. Each boy has a hammer and the louder they hammer the better they like it.

Molly came to see what they were doing. "You are the loudest hammerers I ever saw," she said.

"We haven't time for you," said Joe.

"Where are the stairs?" asked Molly. "I could make a better house myself."

The boys knew they had better let Molly help with part of the house. She would stay and talk all day.

They gave Molly some paint and let her paint part of the house. She could not reach the roof. The boys painted that.

At night the whole house was done. The three children played in the play house all summer.

Thursday (14th week)

Review:

large	lot
late	lion
leave	line
letter	long
light	late
line	large
lion	leave
long	light
lot	letter

(connect)

Introduce:	Write Here
Tommy's	_____
grew	_____
hardly	_____
everybody	_____
vine	_____
sell	_____
taste	_____
you'll	_____

STORY

Tommy's Garden

Tommy was a little boy. He wanted a garden. So he planted some pumpkin seeds. Tommy thought when the pumpkins grew, everybody would want to buy them.

Tommy's garden was only just planted when he began to think about where he would sell the pumpkins.

Only one pumpkin vine grew. One big pumpkin grew on the vine. It grew bigger and bigger.

Tommy said to Mother, "If you will make a pie, you may have my pumpkin."

Mother made a pie and Billy made a jack-o-lantern from the one big pumpkin.

"Did you ever taste better pie than this ?" laughed Billy. "And tomorrow is Hallowe'en. I will scare everybody with my big jack-o-lantern."

Friday (14th week)

Review all charts of the week.

Review all words introduced during the week., as:

aunt
clock
apron
oven
noon
straight
morning
baking
carried
pumpkin

weather
cap
cover
even
remember
truck
sand
grocery
heavy
might
answer
having

hammer
boxes
louder
loudest
boards
getting
haven't
stairs
part
whole
reach
myself

Tommy's
grew
hardly
everybody
vine
sell
taste
you'll

Time-- 15 minutes
possible score-- 22

Friday Test-- Mimeographed (14th week)

I. Draw a circle around the small word in each big word.

1.	pumpkin	11.	myself
2.	carried	12.	stairs
3.	apron	13.	getting
4.	weather	14.	taste
5.	remember	15.	vine
6.	sand	16.	everybody
7.	noon	17.	answer
8.	hammer	18.	cover
9.	boxes	19.	baking
10.	boards	20.	hardly

II. Cross out the wrong words.

We Wear:	We Eat:
caps	boxes
aprons	candy
houses	cookies
coats	apples
apples	boats
shoes	bread

Monday (15th week)

Review:

minute	much
miss	mouse
money	move
more	miss
mouse	minute
move	money
much	more

(connect)

Introduce:	Write Here
thresh	_____
strong	_____
machine	_____
drink	_____
hotter	_____
else	_____

STORY

David on the Farm

David lived on a farm. He liked to watch the men thresh. The threshing machine began to thresh and the wheat seed rolled into the truck.

Today it was getting hotter. David helped the men by bringing cool water for them to drink.

David was a strong boy. His work on the farm came before everything else. Then, after his work was done, David took his pony Trot for a long ride.

David was a happy farm boy. Trot was happy when he was with David. David was always good to him.

Tuesday (15th week)

Review:

near	nose
neighbor	near
never	noise
nice	neighbor
noise	never
nose	nice

(connect)

Introduce:	Write Here
errand	_____
hope	_____
dropped	_____
pins	_____
nickels	_____
storekeeper	_____
groceries	_____

STORY

Molly and the Errands

Molly liked to do errands. Mother sent her for some groceries and the storekeeper dropped some candy into her bag for her.

When Molly got home, Mother gave her two nickels for herself. "I hope you are going to save your money," said Mother.

"Oh, yes," said Molly. "The storekeeper gave me candy so I hope to save my nickels."

"I forgot to get some clothes pins," said Mother. "If I write it down, I'll remember to have you get them tomorrow, Molly."

Mother was glad to have Molly do the errands. Molly was glad, too, to help Mother.

Wednesday (15th week)

Review:

o'clock	own
off	people
own	park
parade	off
park	pay
pay	o'clock
people	parade

(connect)

Introduce:	Write Here
outside	_____
fill	_____
colder	_____
yesterday	_____
sudden	_____
ago	_____
what's	_____
present	_____

STORY

Bobby's Best Present

Bobby was a little boy. It was his birthday yesterday. Today he was outside playing with his best present. His best present was a new red wagon.

Bobby began to fill the wagon with big and little boxes. He gave a sudden pull, and the new wagon would not move. Bobby took out some of the boxes. Then he could pull the wagon.

Bobby played all day. Then it began to get colder so Bobby went into the house.

Bobby said, "Mother, do you know what's my best birthday present ? My wagon ! I like all my presents, but my new wagon is the most fun."

Mother's present to Bobby was the little red wagon.

Thursday (15th week)

Review:

pick	pull
pie	plant
pile	potatoes
place	pick
plant	potato
porridge	pot
pot	pie
potato	place
potatoes	porridge
pull	pile

(connect)

Introduce:	Write Here
sly	_____
caught	_____
river	_____
bite	_____
wide	_____
hung	_____

STORY

Mr. Fox and Mr. Bear

Mr. Fox was a sly old fox. He caught some fish in the river and was taking them home for supper.

Mr. Fox went into his house and hung the fish near the fire.

Mr. Bear stopped and said the fish looked very good.

Mr. Fox did not give Mr. Bear even a bite of the fish to eat. He opened his wide mouth and ate fish after fish.

Mr. Fox ate one fish too many. He was ill for three days and no one came to see him. Even good Mr. Bear did not stop to see him.

Be good to others and they will like you.

Friday (15th week)

Review all charts of the week.

Review all words introduced during the week, as:

thresh	errand	outside
strong	hope	fill
machine	dropped	colder
drink	pins	yesterday
hotter	nickels	sudden
else	storekeeper	ago
	groceries	what's
		present

sly
caught
river
bite
wide
hung

Time-- 12 minutes
possible score -- 15

Friday Test-- Mimeographed (15th week)

I. Draw a line to the word that sounds the same.

1.	thresh	white
2.	strong	wins
3.	drink	till
4.	hope	giver
5.	pins	fresh
6.	wide	think
7.	colder	rope
8.	fill	stopped
9.	dropped	bolder
10.	river	sung
11.	hung	wrong
12.	bite	side

II. Cross out the word that does not belong.

apple	book	duck
airplane	look	late
zoo	took	door
answer	ten	does
another	cook	drink

Monday (16th week)

Review:

quick	Saturday
rake	seed
roll	scare
Saturday	seen
scare	quick
second	roll
seed	rake
seen	second

(connect)

Introduce:	Write Here
angry	_____
turtle	_____
young	_____
wild	_____
geese	_____
pooh	_____

STORY

Little Turtle

Some wild geese were going to fly to a warm country. A young turtle wanted to go with them.

Mother Turtle was angry because Little Turtle wanted to fly away. Mother Turtle said," Stay at home, Little Turtle. You can not fly."

"Pooh, pooh," said Little Turtle. "I will walk to the warm country, if I cannot fly there."

Little Turtle started to walk. He walked and walked. When it was dark, Little Turtle was afraid. He hurried back to Mother Turtle.

Tuesday (16th week)

Review:

shook	shout
short	shook
shout	shovel
shovel	sister
show	sign
side	silly
sign	short
silly	shovel
sister	side

(connect)

Introduce:	Write Here
wife	_____
since	_____
stamp	_____
roar	_____
rope	_____
bridge	_____
horns	_____
great	_____
gruff	_____

STORY

The Family

A man works hard in the fields. His wife works hard to keep the house clean. The children all help, too. When the work is done, the children play and jump rope.

The children save stamps. They are looking at a new stamp. The new stamp is Johnnie's. He has been saving stamps since he was six years old. Now he is ten and it is still fun to save stamps.

Wednesday (16th week)

Review:

sit	soft
six	slow
slow	spring
small	sorry
smell	sniff
sniff	six
soft	small
sorry	sit
spring	smell

(connect)

Introduce:	Write Here
roar	_____
bridge	_____
horns	_____
great	_____
gruff	_____
ugly	_____
troll	_____

STORY

The Troll

A big troll lived under the bridge. He had great horns like a goat. He had a gruff voice that was like a roar.

All goats were afraid of this ugly troll. Everyone was afraid of him. The troll was always by himself.

One day a baby goat fell over the bridge. The troll went over to help him to his feet. Baby Goat was not afraid. He began to like the troll and after that he came every day to see him.

Baby Goat brought his brothers and sisters and they liked the troll, too.

The troll was never by himself again.

Thursday (16th week)

Review:

stand	sun
start	sting
stay	string
stick	stand
sting	stay
straw	straw
string	start
sun	stick

(connect)

Introduce:	Write Here
trap	_____
strange	_____
smaller	_____
bad	_____
sheep	_____

STORY

The Turkeys

The turkey is a strange bird. He goes, "Gobble, gobble, gobble," all day long.

The smaller turkeys are bad little turkeys. They run away from big Mr. Turkey. Mr. Turkey has to run after them.

The sheep have to help Mr. Turkey catch the little turkeys. They trap the little turkeys and then take them home to Mrs. Turkey.

Mrs. Turkey thinks her little ones are good. She thinks the little turkeys make Mr. Turkey come home to dinner. Mrs. Turkey goes, "Gobble, gobble, gobble," at Mr. Turkey.

Mr. Turkey is too tired to say anything. He has had a hard day.

Friday (16th week)

Review:

telephone
tell
ten
than
their
third
those
through
tie
ting-a-ling
tired
today
together

told
tomorrow
top
train
trick
tried
try
turn

uncle
until
use
visit
wait
wake
watch
water
Zeke

wiggle
window
winter
wolf
wonderful
won't
wood
would
wouldn't

Time-- 10 minutes
possible score -- 15

Friday Test- Mimeographed (16th week)

I. List the "tr" words:

1. _____
2. _____
3. _____
4. _____

List the "th" words:

1. _____
2. _____
3. _____
4. _____
5. _____

List the "wo" words:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Word List

would
those
wood
trick
won't
than
wonderful
train
try
wouldn't
their
tried
wolf
third
those

Experiment, followed by the Durrell-Sullivan Achievement Tests, Form B.

The Experimental Group and the Control Group are both tested as a means of evaluating the use of these exercises, stories, and sixteen writer-made tests.

On the following pages will be found the results of the Durrell-Sullivan Capacity and Achievement Tests for the Experimental Group and for the Control Group.

Names	Capacity Tests C.A.	G.	A.	Achievement Tests G.	A.	Sp. Gr.
1. G-1	6-11	4.6	10-0	5.5	11-0	3.3
2. G-2	7-2	4.05	9-4	3.4+	8-8+	3.6
3. G-3	7-4	3.5	8-9+	3.8	9-1+	2.6
4. G-4	7-1	3.4-	8-9	2.1	7-3	2.0
5. G-5	7-7	3.4	8-8+	2.2+	7-5	2.0
6. B-1	6-10	3.1	8-4+	3.7	9-0	1.9
7. G-6	7-3	3.0	8-3	2.5+	7-9	2.1
8. B-2	7-5	3.0	8-3	2.2+	7-5+	2.3
9. G-7	7-8	2.9	8-2	2.9	8-1+	2.0
10. B-3	8-5	2.8-	8-1	2.5	7-8	2.3
11. B-4	7-3	2.8	8-0+	2.2	7-5	2.0
12. G-8	7-6	2.65	7-10+	2.6+	7-10+	0.0
13. G-9	7-3	2.65	7-10+	1.0	3-6	2.3
14. G-10	7-1	2.65	7-10+	2.4	7-7+	1.9
15. G-11	7-0	2.6	7-9+	2.6+	7-10	2.0
16. G-12	6-9	2.4	7-7+	2.3	7-6	1.9
17. B-5	6-11	2.4	7-7+	1.2	3-9+	0.0
18. G-13	7-8	2.4	7-7	2.2	7-5	1.9
19. G-14	7-0	2.3	7-6	2.7+	7-11	0.0
20. G-15	7-6	2.2-	7-5+	2.2	7-4+	1.9
21. B-6	7-5	2.2-	7-5	2.7+	7-11	0.0
22. G-16	6-8	2.2-	7-5	2.1	7-3	2.2

Names	Capacity Tests C.A.	G.	A.	Achievement Tests G.	A.	Sp. Gr.
23. B-7	8-4	2.2	7-5	2.4	7-7+	2.1
24. B-8	6-10	2.2	7-4+	2.3+	7-6+	0.0
25. G-17	6-9	2.1+	7-4	2.6	7-9+	2.3
26. G-18	7-2	2.1+	7-4	2.4+	7-7+	2.1
27. G-19	7-2	2.1	7-3	2.7	7-11	1.9
28. G-20	7-4	2.0-	7-2+	2.3+	7-6+	2.2
29. G-21	7-3	2.0	7-1+	1.1	3-8+	1.9
30. G-22	7-7	1.9+	7-1+	1.9+	7-1+	0.0
31. G-23	6-9	1.8+	6-11+	2.0	7-2	1.9
32. B-9	6-10	1.7+	6-10+	2.7	7-11	0.0
33. B-10	7-11	1.6+	6-9	0.0	0-0	0.0
34. B-11	7-3	1.6	6-8+	2.3+	7-6+	0.0

Experimental Group

Results of

Durrell-Sullivan

Capacity and

Achievement Tests

Form A

Learning Rate		Names	Capacity Tests C.A.	G.	A.	Achievement Tests G.	A.	Sp. Gr.
(5-9-10)	1.	B-1	9-8	3.8	9-3	2.2	7-5	1.9
(8-8-10)	2.	B-2	6-6	3.7-	9-1+	2.1+	7-4	0.0
(8-7-8)	3.	G-1	8-0	3.6	9-0	2.8+	8-2	2.1
(10-10-10)	4.	G-2	7- 7	3.6	8-9+	2.0+	7-3	2.1
(10-10-10)	5.	B-3	6-5	3.5	8-8+	4.1	9-5+	2.7
(10-10-10)	6.	G-3	6-6	3.5	8-8+	2.5+	7-9	2.1
(7-7-9)	7.	G-4	6-5	3.2+	8-6+	1.9	7-1	0.0
(9-10-10)	8.	G-5	6-5	3.2+	8-6+	2.2	7-4+	0.0
(10-10-10)	9.	B-4	6-7	3.2+	8-6+	2.3	7-6	0.0
(7-9-9)	10.	G-6	6-6	3.2+	8-6	2.4+	7-7+	0.0
(9-10-10)	11.	B-5	6-8	3.2	8-5+	2.3+	7-6+	0.0
(10-10-10)	12.	B-6	6-3	3.1+	8-5	2.3+	7-6+	1.9
(10-10-10)	13.	G-7	5-11	3.0+	8-3+	2.3+	7-6+	2.0
(10-10-10)	14.	G-8	6-6	3.0	8-3	2.2	7-4+	1.9
(10-10-10)	15.	B-7	6-5	2.9	8-2	2.5	7-8+	2.6
(9-6-10)	16.	B-8	6-4	2.9	8-1+	2.1	7-3+	0.0
(10-8-8)	17.	B-9	8-7	2.9	8-1+	2.1	7-3	0.0
(10-10-10)	18.	G-9	6-4	2.8+	8-1+	2.5-	7-9	1.9
(8-9-8)	19.	G-10	8-8	2.8+	8-1+	2.2-	7-5	2.0
(4-6-4)	20.	G-11	9-0	2.8+	8-1+	2.0-	7-2+	0.0
(2-4-5)	21.	B-10	6-5	2.7+	7-11+	2.0-	7-2+	0.0
(7-8-9)	22.	B-11	6-7	2.7	7-11	2.6-	7-10+	1.9
(10-8-10)	23.	B-12	6-11	2.6+	7-10+	2.2-	7-5	0.0
(6-9-10)	24.	B-13	6-8	2.6+	7-10+	2.2	7-4+	0.0

Form A

Learning Rate	Names	Capacity Tests C.A.	G.	A.	Achievement Tests G.	A.	Sp. Gr.
(9-9-10)	25. G-12	6-7	2.6+	7-9+	2.8	8-0+	0.0
(10-10-10)	26. G-13	6-7	2.6+	7-9+	2.2	7-5	2.3
(10-10-10)	27. G-14	6-6	2.6	7-9	2.7	7-11	0.0
(6-9-10)	28. G-15	6-1	2.3+	7-6	3.2	8-6	0.0
(8-4-9)	29. B-14	6-6	2.3	7-6	1.9	7-1	0.0
(5-6-8)	30. G-16	8-6	2.2	7-4+	2.0	7-2	0.0
(9-10-10)	31. G-17	7-6	2.2	7-4+	2.0	7-2	0.0
(6-3-5)	32. G-18	6-9	2.1	7-4	2.0	7-0	0.0

Words used in Learning Rate :

1. amusements
2. balcony
3. champion
4. massacre
5. government
6. gratitude
7. electricity
8. foundation
9. exploration
10. possession

Experimental Group

Pupil	C.A.	Test 1 Score	Test 1 G.	Test 1 A.	Test 2 Score	Test 2 G.	Test 2 A.	Totals 1&2 Score	Totals 1&2 G.	Totals 1&2 A.
B-1	7-2	24	3.7	9-0	13	3.3	8-7	37	3.6	8-11
B-2	6-11	24	3.7	9-0	7	2.6	7-10	31	3.2	8-6
G-1	6-7	20	3.4	8-8	10	3.0	8-3	30	3.2	8-6
G-2	7-0	21	3.5	8-9	9	2.9	8-2	30	3.2	8-6
G-3	7-0	21	3.5	8-9	8	2.8	8-0	29	3.1	8-4
B-3	6-9	18	3.2	8-6	11	3.1	8-4	29	3.1	8-4
B-4	9-2	11	2.5	7-8	8	2.8	8-0	29	3.1	8-4
G-4	7-1	18	3.2	8-6	9	2.9	8-2	27	3.0	8-3
G-5	8-6	16	3.0	8-3	9	2.9	8-2	25	2.9	8-2
G-6	7-0	15	2.9	8-2	9	2.9	8-2	24	2.9	8-2
G-7	8-0	12	2.6	7-10	12	3.2	8-6	24	2.9	8-2
B-5	7-1	13	2.7	7-11	11	3.1	8-4	24	2.9	8-2
G-8	9-6	14	2.8	8-0	10	3.0	8-3	24	2.9	8-2
G-9	6-11	12	2.6	7-10	11	3.1	8-4	23	2.8	8-0
G-10	7-3	12	2.6	7-10	10	3.0	8-3	22	2.8	8-0
G-11	6-5	12	2.6	7-10	9	2.9	8-2	21	2.7	7-11
G-12	9-2	11	2.5	7-8	10	3.0	8-3	21	2.7	7-11
B-6	7-1	10	2.4	7-7	10	3.0	8-3	20	2.7	7-11
G-13	7-0	11	2.5	7-8	9	2.9	8-2	20	2.7	7-11
B-7	7-5	11	2.5	7-8	9	2.9	8-2	20	2.7	7-11
B-8	7-0	10	2.4	7-7	8	2.8	8-0	18	2.6	7-10
G-14	7-1	10	2.4	7-7	8	2.8	8-0	18	2.6	7-10
G-15	6-11	8	2.3	7-6	9	2.9	8-2	17	2.5	7-8

Experimental Group

Pupil	C.A.	Test 1 Score	Test 1 G.	Test 1 A.	Test 2 Score	Test 2 G.	Test 2 A.	Totals 1 &2 Score	Totals 1 &2 G.	Totals 1 &2 A.
B-9	7-0	10	2.4	7-7	6	2.5	7-8	16	2.5	7-8
B-10	6-10	7	2.2	7-5	9	2.9	8-2	16	2.5	7-8
B-11	10-2	6	2.2	7-5	9	2.9	8-2	15	2.4	7-7
G-16	9-0	7	2.2	7-5	7	2.6	7-10	14	2.4	7-7
B-12	7-2	6	2.2	7-5	7	2.6	7-10	13	2.3	7-6
B-13	6-11	6	2.2	7-5	5	2.4	7-7	11	2.2	7-5

Control Group

Results of

Durrell-Sullivan

Capacity and

Achievement Tests

Control Group

Pupil	C.A.	Test 1 Score	Test 1 G.	Test 1 A.	Test 2 Score	Test 2 G.	Test 2 A.	Totals 1 & 2 Score	Totals 1 & 2 G.	Totals 1 & 2 A.
G-1	7-3	48	6.3	11-10	40	7.5	13	88	6.9	12-6
G-2	7-8	32	4.5	9-11	25	5.2	10-8	57	4.7	10-1
G-3	7-5	29	4.2	9-7	23	4.7	10-1	52	4.4	9-9
B-1	7-9	20	3.4	8-8	11	3.1	8-4	31	3.2	8-6
G-4	7-4	17	3.1	8-4	13	3.3	8-7	30	3.2	8-6
G-5	7-7	16	3.0	8-3	11	3.1	8-4	27	3.0	8-3
G-6	7-11	13	2.7	7-11	13	3.3	8-7	26	3.0	8-3
B-2	7-9	12	2.6	7-10	13	3.3	8-7	25	2.9	8-2
G-7	7-8	15	2.9	8-2	10	3.0	8-3	25	2.9	8-2
G-8	7-6	16	3.0	8-3	8	2.8	8-0	24	2.9	8-2
B-3	7-2	11	2.5	7-8	12	3.2	8-6	23	2.8	8-0
G-9	7-6	15	2.9	8-2	7	2.6	7-10	22	2.8	8-0
B-4	7-7	16	3.0	8-3	5	2.4	7-7	21	2.7	7-11
G-10	8-0	10	2.4	7-7	10	3.0	8-5	20	2.7	7-11
B-5	7-2	4	---	---	16	3.7	9-0	20	2.7	7-11
G-11	7-4	10	2.4	7-7	9	2.9	8-2	19	2.6	7-10
G-12	7-10	5	---	---	12	3.2	8-6	17	2.5	7-8
B-6	8-8	13	2.7	7-11	3	---	---	16	2.5	7-8
G-13	7-5	7	2.2	7-5	8	2.8	8-0	15	2.4	7-7
B-7	7-7	8	2.3	7-6	7	2.6	7-10	15	2.4	7-7
G-14	7-7	7	2.2	7-5	7	2.6	7-10	14	2.4	7-7
G-15	8-0	10	2.4	7-7	4	---	----	14	2.4	7-7
G-16	7-11	9	2.4	7-7	5	2.4	7-7	14	2.4	7-7

Control Group

Pupil	C.A.	Test 1 Score	Test 1 G.	Test 1 A.	Test 2 Score	Test 2 G.	Test 2 A.	Tests 1 & 2 Score	Tests 1 & 2 G.	Tests 1 & 2 A.
G-17	7-1	8	2.3	7-6	6	2.5	7-8	14	2.4	7-7
B-8	8-9	7	2.2	7-5	6	2.5	7-8	13	2.3	7-6
G-18	7-1	1	---	---	12	3.2	---	13	2.3	7-6
B-9	7-2	3	---	---	9	3.1	---	12	2.3	7-6
G-19	7-0	2	---	---	5	2.4	7-7	7	2.0	7-2
G-20	7-5	3	---	----	3	---	---	6	2.0	7-2
G-21	7-10	6	2.2	7-5	0	---	---	6	2.0	7-2
B-10	8-3	0	---	---	0	---	---	0	---	---

Results of

Durrell-Sullivan

Capacity and

Achievement Tests

for

Experimental Group

and

Control Group

Median	Experimental Group	Control Group
C.A.	6-11	7-4
Durrell-Sullivan Capacity Tests		
Grade	2.9	2.4
Age	8-1	7-7 +
Durrell-Sullivan Achievement Test, Form A		
Grade	2.3	1.7
Age	7-6	5-7
Durrell-Sullivan Achievement Test, Form B		
Grade	2.8	2.6
Age	8-0	7-10

CHAPTER V

SUMMARY AND CONCLUSIONS

In this program an effort was made to construct materials by means of which progress in reading could be promoted.

In this experiment, testings, both standardized and writer-devised, were objective. The results of the exercises have possibilities for progress in reading through simpler materials than are in the basal readers and as a means of introducing the basal readers. All the words introduced in grade one are cumulatively reviewed, while several of the new second grade words are made familiar, first by word drill -- classroom chart, mimeographed work sheets, and charts with the story (writer-devised) presented. This daily procedure becomes an anticipated routine experience and the daily sheets of the pupils are kept in book form. There is always something for the pupil to fill out on these sheets --though very simple. In the end they have a complete vocabulary, possibly enriched, of the first and second grade words in the Curriculum Foundation Series.

In many situations, results are generally influenced by many factors. There are no available Intelligence

Quotients of the two groups used in the experiment. A truly equivalent group could not be secured, as the children in the experimental group are immature, from private school, or in grade two for the second year. This is rather an experimental group in itself and the curriculum must be adjusted to their needs, but it was interesting and worth while to compare them with a normal second grade.

These materials were being built from day to day from the needs arising in the classroom. Now they are of more use in the complete form and for another year. They may also be used now along with and parallel to the Teacher's Guide Book, for the Curriculum Foundation Series[1/], Books Two[1] and Two[2]. Cumulative classroom charts of word lists, daily stories, and test sheets may be kept for use another year, also.

This is a simple comparison of the two groups. This does not offer conclusive evidence of the value of this program. Rather, it is considered a reporting of the resultant progress of an experimental group of thirty-two children needing a re-arranged, simpler reading approach to the basal readers as the children are backward through immaturity or retardation. This is an experiment in normalizing the situation and an added feature to the daily reading lesson.

There is always need for further research in adjusting

1/ Gray and Gray, op. cit.

to the needs of exceptional children. The basal readers are a good criterion of promotion and any means of making the material simpler should be given a trial.

A program similar to this, but for a longer period of time may be found to be a more reliable factor in the improvement of reading.

The words common in these basal readers studied are not found in any standardized primary reading tests for primary grades. Therefore, the achievement tests used do not test how well the experimental group has mastered the basal vocabulary.

There is a need for primary reading tests which do fit the vocabulary of basal readers for more accurate measurement of achievement of reading in primary grades.

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APPENDIX

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING CAPACITY TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Primary Capacity

A

PRIMARY TEST: FORM A

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....City and State.....Date.....

TEST	SCORE	GRADE EQUIVALENT	AGE EQUIVALENT
1. Word Meaning			
2. Paragraph Meaning			
Average			

Patent No. 1,586,628

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TEST 1. WORD MEANING

I

A( )
B( )
C( )
D( )
E( )

II

A( )
B( )
C( )
D( )
E( )

III

A( )
B( )
C( )
D( )
E( )

IV

A( )
B( )
C( )
D( )
E( )

V

A( )
B( )
C( )

D( )
E( )

VI

A( )
B( )
C( )

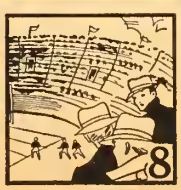
D( )
E( )

VII

A( )
B( )
C( )

D( )
E( )

VIII

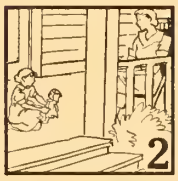
A( )
B( )
C( )

D( )
E( )

IX

A( )
B( )
C( )

D( )
E( )

X



A( )
B( )
C( )

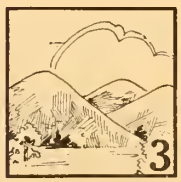
D( )
E( )

XI

A( )
B( )
C( )

D( )
E( )

XII



A( )
B( )
C( )

D( )
E( )

I

A( )

B( )

C( )

D( )

E( )

III

A( )

B( )

C( )

D( )

E( )

II

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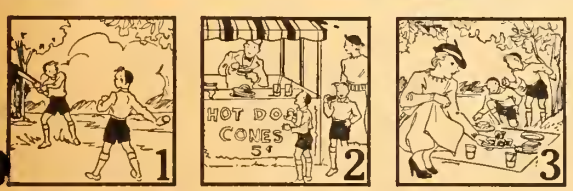

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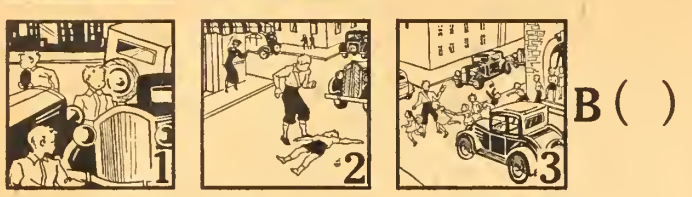

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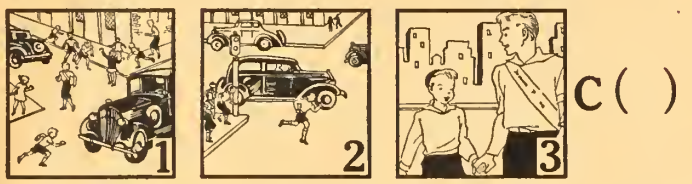

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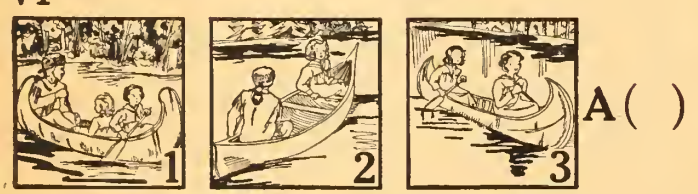

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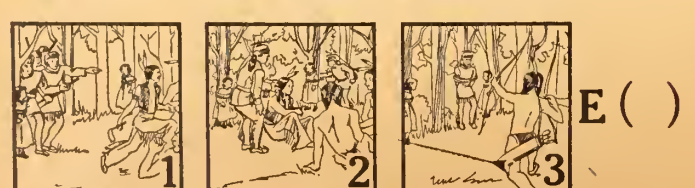

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VII

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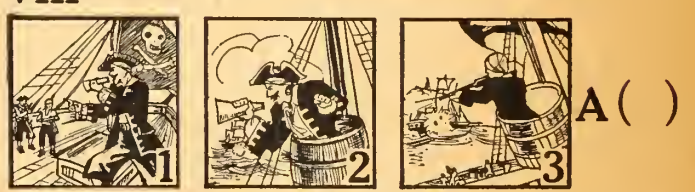

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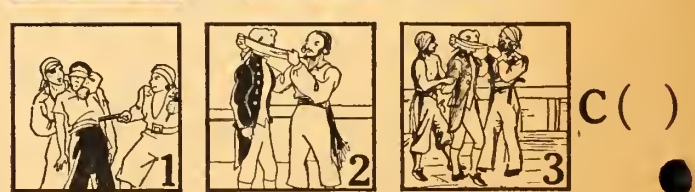

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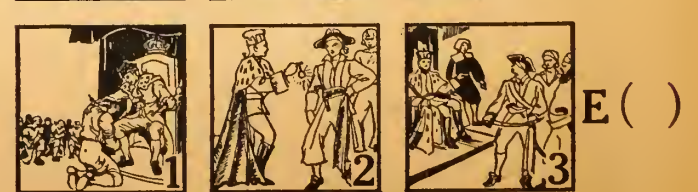

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TEST 3. SPELLING

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DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By DONALD D. DURRELL
Professor of Education and Director of the Educational Clinic
Boston University

and HELEN BLAIR SULLIVAN
Associate Director of the Educational Clinic
Boston University

Primary Achievem't

A

PRIMARY TEST: FORM A

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....City and State.....Date.....

TEST	SCORE	GRADE EQUIVALENT	AGE EQUIVALENT
1. Word Meaning			
2. Paragraph Meaning			
Average			
OPTIONAL TESTS			
3. Spelling			
4. Written Recall Rating			

Patent No. 1,586,628

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TEST 1. WORD MEANING

Samples.

An *apple* is a kind of — 1 paint 2 metal 3 animal 4 fruit 5 chair 1 2 3 4 5

Large means — 1 angry 2 big 3 hurt 4 little 5 like 1 2 3 4 5

To *shut* means to — 1 help 2 give 3 take 4 run 5 close 1 2 3 4 5

1. A *dog* is an — 1 answer 2 elephant 3 animal 4 excuse 5 orange 1 2 3 4 5
2. A *robin* is a — 1 crow 2 bird 3 bug 4 flower 5 leaf 1 2 3 4 5
3. To *bring* is to — 1 find 2 carry 3 think 4 lose 5 fall 1 2 3 4 5
4. *Small* means — 1 hurry 2 large 3 little 4 like 5 help 1 2 3 4 5
5. To *fall* is to — 1 pay 2 lift 3 touch 4 drop 5 face 1 2 3 4 5
6. To *bake* is to — 1 break 2 lose 3 cook 4 speak 5 copy 1 2 3 4 5
7. A *dollar* is — 1 copper 2 money 3 business 4 healthy 5 clothing 1 2 3 4 5
8. A *voice* is used to — 1 clamp 2 speak 3 point 4 write 5 mark ... 1 2 3 4 5
9. A *potato* is a — 1 song 2 planet 3 vegetable 4 table 5 postman .. 1 2 3 4 5
10. *Beef* is a kind of — 1 horse 2 boat 3 maze 4 ranch 5 meat 1 2 3 4 5

2➔

11. To *chop* means — 1 roll 2 note 3 come 4 chide 5 cut 1 2 3 4 5
12. If a thing is *above*, it is — 1 glad 2 pleasant 3 short 4 higher 5 between 1 2 3 4 5
13. A thing that is *bent* is — 1 warm 2 sharp 3 crooked 4 straight 5 tight ... 1 2 3 4 5
14. *Travel* means — 1 trouble 2 journey 3 serious 4 prepare 5 junction .. 1 2 3 4 5
15. *Oil* is used for — 1 fuel 2 water 3 fun 4 writing 5 presents 1 2 3 4 5
16. *Quarrel* means — 1 stop 2 travel 3 fight 4 forget 5 throw 1 2 3 4 5
17. A *hall* is a — 1 horn 2 road 3 tooth 4 room 5 field 1 2 3 4 5
18. An *island* is surrounded by — 1 sugar 2 gardens 3 earth 4 salad 5 water 1 2 3 4 5
19. *Remain* means — 1 ride 2 measure 3 happen 4 stay 5 accompany .. 1 2 3 4 5
20. *Salt* is used on — 1 holidays 2 water 3 food 4 birds 5 flowers .. 1 2 3 4 5
21. *Marriage* means — 1 image 2 civil 3 bitter 4 obtain 5 wedding .. 1 2 3 4 5
22. A *carpenter* makes things of — 1 iron 2 stone 3 cement 4 wood 5 grass 1 2 3 4 5
23. A *maid* is a — 1 smile 2 father 3 girl 4 heart 5 fruit 1 2 3 4 5
24. A *palace* is a — 1 crown 2 storm 3 land 4 building 5 policeman .. 1 2 3 4 5
25. A *helmet* is worn on the — 1 knees 2 breast 3 feet 4 elbows 5 head 1 2 3 4 5

(*Go right on to the next page.*)

26. When you *miss school*, you are — 1 tardy 2 absent 3 present 4 taught 5 fair

27. A person is *alone* who is without — 1 money 2 food 3 company 4 shelter 5 danger

28. A *stomach* is part of the — 1 sea 2 sky 3 body 4 country 5 world

29. A man's *daughter* is his — 1 parent 2 child 3 sister 4 son 5 niece

30. *Ill* means — 1 sick 2 hungry 3 well 4 safe 5 sorry

31. *Excellent* means very — 1 weak 2 poor 3 happy 4 good 5 tired

32. A *hive* is for — 1 oil 2 school 3 bees 4 peaches 5 rubbers

33. To *tumble* is to — 1 type 2 ask 3 knock 4 fall 5 tickle

34. A *grandparent* is an — 1 antagonist 2 elephant 3 ancestor 4 impostor 5 umpire

35. A *smell* is an — 1 amount 2 answer 3 office 4 odor 5 idea

36. An *elm* is a — 1 mold 2 helm 3 hug 4 tree 5 tool

37. A *mule* is a — 1 splinter 2 pearl 3 beast 4 ditch 5 handle

38. *Costly* things are — 1 expensive 2 pliant 3 scorched 4 liberal 5 domestic

39. An *author* is a — 1 writer 2 policeman 3 statesman 4 treasurer 5 patron

40. A *mayor* is an — 1 expert 2 animal 3 invalid 4 umbrella 5 official

3➔

41. A *zone* is a — 1 number 2 stepson 3 region 4 sliver 5 habit

42. To *injure* is to — 1 slump 2 insure 3 wound 4 sell 5 splash

43. To *rouse* means to — 1 waken 2 rule 3 roast 4 throw 5 love

44. *Mild* means — 1 gentle 2 price 3 wild 4 new 5 behind

45. *Wicked* means — 1 generous 2 grateful 3 unselfish 4 evil 5 brilliant

46. To make *preparations* is to get — 1 over 2 measles 3 ready 4 upon 5 cloudy

47. A *selection* is a — 1 choice 2 capital 3 desire 4 bullet 5 folder

48. To *tour* is to — 1 prepare 2 toast 3 lean 4 travel 5 trust

49. *Twinkle* means — 1 wrinkle 2 ringing 3 pitiful 4 glisten 5 feeble

50. *Coarse* cloth is — 1 smooth 2 fine 3 rough 4 cold 5 short

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?
1 went to see their aunt 2 went to the seashore 3 went on a train
4 went for crabs 5 went fishing 1 2 3 4 5

B. The weather was —
1 quiet 2 funny 3 fair 4 gloomy 5 rainy 1 2 3 4 5

C. The best name for this story is —
1 Helen and Her Aunt 2 Gathering Shells 3 Eating Lunch Outdoors
4 One Warm Day 5 A Trip to the Beach 1 2 3 4 5

I 6→

Mary and John go to camp as soon as school closes in the summer. They go on the train and stay until it is time for school to open again in the fall. They have a happy time at camp because there are many other boys and girls there too. They ride, swim, and play games together every day.

1. When do Mary and John go to camp?
1 before school 2 when school is over 3 in the fall 4 when school starts
5 every day 1 2 3 4 5

2. Which word tells what kind of a time the children have at camp?
1 lonesome 2 sad 3 joyous 4 funny 5 weary 1 2 3 4 5

3. How do the children travel to camp?
1 on a train 2 on a bus 3 in an automobile 4 on a car 5 in an airplane .. 1 2 3 4 5

4. The best name for this story would be —
1 Close of School 2 Playing Games 3 A Trip on the Train
4 A Summer at Camp 5 The Boys at Camp 1 2 3 4 5

5. Mary and John enjoy camp life because they —
1 are glad to be away for the summer 2 like the ride on the train
3 are glad to be out of school 4 like to study nature
5 have fun playing games with the other children 1 2 3 4 5

(Go right on to the next page.)

II

Jack had a new fish line. His father took him fishing in a little brook at the back of his grandfather's house. Jack was the first to feel a bite. There was a strong pull at his line. He tried hard to pull the fish out of the water, but it pulled so hard his father had to help him. He was happy when he saw his fish lying on the grass near the stream.

6. Jack went —
   1 to his grandfather's house 2 into the water 3 fishing with his father
   4 to buy a fish line 5 to the ocean to fish 1 2 3 4 5

7. The fish —
   1 helped 2 struggled 3 ate 4 tried 5 fell 1 2 3 4 5

8. Jack tried to —
   1 fish near the stream 2 pull his father back 3 land his own fish
   4 put fish in the brook 5 lie on the grass 1 2 3 4 5

9. The best name for this story is —
   1 A Trip to Grandfather's 2 Catching Some Fish 3 Jack's Fishing Trip
   4 Buying a New Fish Line 5 How Father Fished 1 2 3 4 5

10. Jack enjoyed his trip because —
    1 the fish got away 2 the brook was near grandfather's 3 he caught a fine fish
    4 he went to a stream 5 his father helped him 1 2 3 4 5

III

In the cold northlands many animals go to sleep for the whole winter. They have to store up enough fat on their bodies in the summertime to last them all winter while they are sleeping. These animals grow huge in the summer. Among the animals which sleep all winter are the bears. They get so large in the summer that they can hardly move about. All these animals which sleep during the winter crawl into caves or hollow trees when winter nears and stay until spring comes once more. When they come out, they are very thin and are starving.

7➔

11. How do the animals in the story prepare for the long winter?
    1 by storing their food in caves 2 by getting fat in summer
    3 by coming out for food as they need it 4 by eating the bark of trees
    5 by living on small animals 1 2 3 4 5

12. In winter the climate where these animals live is very —
    1 windy 2 warm 3 breezy 4 cold 5 hot 1 2 3 4 5

13. How do the animals look when they come out of the cave?
    1 huge and fat 2 lean and hungry 3 thin and tired 4 large and strong
    5 huge and sleepy 1 2 3 4 5

14. The best title for this story would be —
    1 Bears Which Go into Caves 2 Thin and Hungry Animals
    3 Animals Which Sleep through the Winter 4 Large Animals Sleep in Winter
    5 While They Are Sleeping 1 2 3 4 5

15. The animals which sleep through the winter make their winter dens —
    1 in the summertime 2 in the open woods 3 when spring comes
    4 in caverns or hollow logs 5 while they are sleeping 1 2 3 4 5

(Go right on to the next page.)

IV

The St. Bernards are among the bravest of dogs. They are large and very strong. In Switzerland these dogs are trained to go out and find travelers who are lost in the snowdrifts on the high mountains. A first-aid kit containing food and medicine is hung about their necks, and a warm blanket is strapped on their backs. When they find worn-out travelers, they dig them out of the snow and help them if they are awake and able to move. If the traveler is injured and helpless, the dog is trained to go back to the town below and bring aid. Many lives are saved every year by these fearless animals.

16. What is the most valuable thing that St. Bernard dogs do?
1 They can climb over snowdrifts. 2 They are good mountain climbers.
3 They are trained to rescue lost travelers. 4 They are large and strong.
5 They carry first-aid kits. 1 2 3 4 5

17. The St. Bernard dog is —
1 cowardly 2 speedy 3 courageous 4 rough 5 fierce 1 2 3 4 5

18. How does the dog assist worn-out travelers?
1 by digging large holes in the snow 2 by climbing the drifts to the traveler
3 by bringing first aid 4 by covering him with a blanket 5 by his great strength 1 2 3 4 5

19. The best title for this story is —
1 Training Dogs 2 The Heroic St. Bernard 3 A Strange St. Bernard Dog
4 People Lost in Mountains 5 Traveling through Snowdrifts 1 2 3 4 5

20. What do the dogs do for the traveler who is helpless? 1 stand the man on his feet
2 give him food and medicine 3 return to the village for aid
4 carry him down the mountain 5 give him the first-aid kit 1 2 3 4 5

V

8➔

The camel possesses a most uncommon body, which almost seems made to order for the many purposes he fills in the life of the desert people. His mouth is peculiarly fitted for securing food. The strong membrane and powerful teeth enable him to tear off the dry shrubs and stiff, prickly cactus of the desert. His huge nostrils allow him to breathe deeply. They close tightly when a sandstorm arises, thus shutting out the choking sands. His hump, a mere lump of fat, is of great use if food fails, for he can obtain nourishment from it for many days. He is also provided with inside reservoirs which hold enough water to last him for four or five days. Unfortunately the camel is dull. To kneel down at a given signal is about the only trick he ever learns. Although the camel is homely he is nevertheless valuable, for without him many portions of the earth would remain untraveled.

21. The camel is — 1 more intelligent than the horse 2 capable of learning a great deal
3 rather unintelligent 4 poorly taught 5 friendly and intelligent 1 2 3 4 5

22. The body of the camel is —
1 unfortunate 2 unusual 3 graceful 4 evil 5 inspiring 1 2 3 4 5

23. The mouth of the camel — 1 is harmed by thorny cactus 2 is small and tender
3 is well suited for procuring food 4 tightens when a sandstorm arises
5 provides an inside reservoir 1 2 3 4 5

24. The best title for this story is — 1 The Mouth of the Camel
2 How the Camel Is Suited to His Work 3 The Stupidity of the Camel
4 Sandstorms on the Desert 5 How the Camel Eats 1 2 3 4 5

25. The camel is — 1 unsuited for desert travel 2 helpless in a sandstorm
3 a tricky animal 4 well adapted for desert travel 5 quick to learn 1 2 3 4 5

(Go right on to the next page.)

VI

Bill vaulted the fence into the corral and faced the bucking pony. At his approach the little animal struck out with his forefeet, but Bill was quick and avoided him. The boy caught the pony close to the head and with a rapid movement sprang into the stirrups. Then began the real task. With head down, back up, and whinnying loudly, the animal reared into the air, bouncing back to earth with terrific force. He tried every trick possible to throw his rider, plunging and rearing in all directions, but Bill held on. Finally, after many minutes, the exhausted pony, wet with perspiration, stood still. His nostrils trembled, but one felt that though his body had been subdued, his spirit was still unbroken.

26. When Bill approached, the pony was — 1 **tired and broken** 2 **quieted in spirit** 3 **impatient to be ridden** 4 **disturbed and angry** 5 **thrown to the ground** 1 2 3 4 5

27. The pony was finally — 1 **overbalanced** 2 **exultant** 3 **overpowered** 4 **distracted** 5 **restored** 1 2 3 4 5

28. The little pony tried to — 1 **outlive his rider** 2 **aid the boy** 3 **unseat his rider** 4 **exhaust the animal** 5 **butt Bill** 1 2 3 4 5

29. The best title for this story is — 1 **Riding the Range** 2 **An Exhausted Pony** 3 **Breaking a Pony** 4 **A Perspiring Pony** 5 **Bill Approaches a Pony** 1 2 3 4 5

30. The article illustrates — 1 **how to enter a corral** 2 **a whinnying pony** 3 **trickery in riding** 4 **leading a pony** 5 **skill in horsemanship** 1 2 3 4 5

VII

Studying bird life with a camera is certainly an entrancing sport. One can engage in it without destroying life, yet get great satisfaction from the thrilling activities it offers. The sport is appropriate for any time or place. From it one can derive all sorts of adventures, for to be a good photographer of birds in their native haunts it is necessary to climb trees and cliffs as well as travel on land and water. How interesting it is to find their nests, learn where they stay at various times during the day, how the young are fed and cared for, and procure photographs of the birds in various attitudes. Hiking with the camera through the woods is always an enjoyment. There is a feeling of excitement and expectancy present, for one never knows at what moment he may come upon some unusual bird activity.

9➔

31. Making camera studies of bird life — 1 **is dull and uninteresting** 2 **is not limited to one season** 3 **requires expensive equipment** 4 **offers very few thrills** 5 **is destructive of bird life** 1 2 3 4 5

32. Using a camera in place of a rifle encourages wild life by promoting — 1 **destruction** 2 **conservation** 3 **dissatisfaction** 4 **conversation** 5 **haunts** 1 2 3 4 5

33. Bird study is a satisfying sport because — 1 **the young are fed** 2 **the birds like it** 3 **one can get eggs out of nests** 4 **it can be enjoyed during all seasons** 5 **one can use a rifle** 1 2 3 4 5

34. The best title for this story is — 1 **Interesting Birds** 2 **The Excitement of Adventure** 3 **Taming Wild Birds** 4 **Photography of Wild Birds** 5 **Destroying Bird Life** 1 2 3 4 5

35. Taking pictures of bird life is fascinating because — 1 **it is helped by a camera** 2 **it takes much time** 3 **it gives more bird pictures** 4 **it brings adventure without destruction of life** 5 **it scatters the birds about** 1 2 3 4 5

(Go right on to the next page.)

VIII

In the part of our country which gets very little rain in the summer the ground must be wet by irrigation to make the plants grow. Otherwise all the crops would be spoiled by dry weather. This form of agriculture is carried on in states where snow is found high up in the mountains the entire year. A large reservoir is made by damming up the mountain streams. The snow, melting in summer, rushes into a stream which runs into the reservoir. This, in turn, is joined to a large ditch. At the head of the ditch is an intake gate. This can be opened and closed at will. In this way water is drawn off and the various fields are irrigated. The water can be turned on whenever the fields need it. The parts of our country where irrigation is possible seldom have crop failures, because water can be secured when it is needed.

36. This form of agriculture is carried on where —
1 crops are grown in summer 2 mountain streams make it possible
3 cities are near 4 there are no reservoirs 5 there are crop failures 1 2 3 4 5

37. Because irrigation is possible crop failures are —
1 increased 2 reduced 3 possible 4 permitted 5 eliminated 1 2 3 4 5

38. They stop the water from flooding the fields by —
1 damming the ditch 2 the use of gates 3 opening the reservoir
4 irrigating the fields 5 drawing off the water 1 2 3 4 5

39. The best title for this story would be —
1 Damming Up Streams 2 Supplying Water for Irrigation
3 Crops in Dry Weather 4 Building Huge Dams 5 Supplying Water for Colorado 1 2 3 4 5

40. Land that is irrigated yields better harvests because —
1 in summer it gets little rain 2 it is high up in the mountains
3 water may be applied as needed 4 the water can be turned off
5 agriculture is carried on 1 2 3 4 5

IX

10➔

Sugar beets must be raised where cheap labor can be secured because the plants require a great deal of cultivation, most of which must be done by hand. First the plants are thinned and then blocked to get the correct number in the rows. The roots from which the sugar is extracted are not like the red beets which are eaten as vegetables, but are more like the common turnips. These roots are washed, sliced, and soaked in water. The water is later drawn off and boiled into beet syrup. Then the syrup is changed to a brown sugar called raw sugar. The last step is to send the raw sugar through the refinery, where it is cleaned and whitened. Then the white sugar is ready to be boxed and sold for use in our homes.

41. Sugar beets must be raised where labor is not expensive because they require —
1 much care 2 much washing 3 many plants in a row 4 soaking in water
5 much boiling 1 2 3 4 5

42. What kind of labor is most used in the raising of sugar beets?
1 machine 2 manual 3 difficult 4 easy 5 unusual 1 2 3 4 5

43. The raw sugar is — 1 made into syrup 2 refined and whitened
3 boxed and sold 4 left as it is 5 changed to brown sugar 1 2 3 4 5

44. The best title for this story is — 1 Blocking and Thinning Beets
2 Colorado Sugar Beets 3 How Beet Sugar Is Obtained
4 Cleaning Raw Sugar 5 How Beet Sugar Is Whitened 1 2 3 4 5

45. In making beet sugar the beets are — 1 cut in pieces 2 eaten as vegetables
3 first ground up 4 pressed in a mill 5 mixed with turnips 1 2 3 4 5

(Go right on to the next page.)

TEST 4. WRITTEN RECALL

I

Blackie was a little kitten. One day a big dog chased him. He became frightened and ran up a tree. After he got high up in the branches, he was afraid to come down. The little girl who owned him came and stood beneath the tree. She called to Blackie and showed him his dish of milk, hoping he would want his supper enough to try to come down. But he would not come. Finally her father called the fire chief. He sent a fireman with a ladder. The man went up the tree and carried little Blackie down. The little girl was happy to have her kitten again.

II

John could hardly wait, so anxious was he to try the new canoe he had received for his birthday. As soon as he finished his breakfast he raced with his brother and sister to the lake. Here they examined his splendid new gift. John's father showed him how to use the paddle and told him that he might take his brother and sister for a short ride in the canoe, but warned him that he must not go too far from shore before he was thoroughly familiar with handling the new craft. All went smoothly, and gradually John forgot his caution and drifted farther from shore. Suddenly there came a great gust of wind. In a moment the lake was filled with heavy waves. John struggled to keep the little canoe upright. Luckily they were not far from a small island. He steered for this and reached the shore just as a particularly large wave turned the canoe bottom side up. The three children scrambled from the water out onto the island just as another huge wave came in. The canoe floated away, and John feared he had lost his precious gift. But a party in a little steamer presently came to the aid of the stranded children and rescued the canoe, which had blown a distance away.

DURRELL-SULLIVAN
READING CAPACITY AND ACHIEVEMENT TESTS

READING ACHIEVEMENT TEST

By Donald D. Durrell
Professor of Education and Director of the Educational Clinic
Boston University

and Helen Blair Sullivan
Associate Director of the Educational Clinic
Boston University

Inter. Achievem't

B

INTERMEDIATE TEST: FORM B

For Grades 3 to 6

Name.....Grade.....Teacher.....Boy or girl.....

Age.....When is your next birthday?.....How old will you be then?.....

Name of school.....City and State.....Date.....

Test	Score	Grade Equivalent	Age Equivalent
1. Word Meaning			
2. Paragraph Meaning			
Total			
Optional Tests			
3. Spelling			
4. Written Recall Rating			

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a

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TEST 1. WORD MEANING

Samples.

An *apple* is a kind of — 1 paint 2 metal 3 animal 4 fruit 5 chair . . 1 2 3 **4** 5

Large means — 1 angry 2 big 3 hurt 4 little 5 like 1 **2** 3 4 5

To *shut* means to — 1 help 2 give 3 take 4 run 5 close 1 2 3 4 **5**

1. A *hat* is worn on the — 1 shoe 2 head 3 chair 4 bed 5 hand 1 **2** 3 4 5
2. We use our *ears* to — 1 eat 2 carry 3 see 4 jump 5 hear 1 2 3 4 **5**
3. *Blue* is a — 1 place 2 game 3 road 4 color 5 number 1 2 3 **4** 5
4. A boat *sails* on the — 1 lake 2 ground 3 hill 4 farm 5 table **1** 2 3 4 5
5. The *sun* gives — 1 rain 2 snow 3 light 4 air 5 darkness 1 2 3 **4** 5
6. A *rock* is a big — 1 dinner 2 city 3 fire 4 stone 5 hole 1 2 3 **4** 5
7. We tell *time* by a — 1 guess 2 clock 3 pen 4 book 5 dish 1 **2** 3 4 5
8. To be *quick* means to be — 1 slow 2 tall 3 lazy 4 fat 5 fast . . 1 2 3 4 **5**
9. An *eye* is part of a — 1 foot 2 pencil 3 face 4 table 5 leg 1 2 **3** 4 5
10. When we *leave* we — 1 pull 2 go 3 stop 4 sleep 5 think 1 **2** 3 4 5
11. A *violet* is a — 1 cake 2 bell 3 dress 4 flower 5 basket 1 2 3 **4** 5

2→

12. To be *angry* is to be — 1 kind 2 early 3 funny 4 strange 5 cross 1 2 3 4 **5**
13. A person who is *timid* is — 1 afraid 2 hungry 3 brave 4 quick 5 honest **1** 2 3 4 5
14. To *start* means to — 1 reach 2 change 3 stop 4 begin 5 catch 1 2 3 **4** 5
15. To *rob* means to — 1 believe 2 guess 3 steal 4 hold 5 hope 1 2 **3** 4 5
16. To be *still* is to be — 1 fair 2 quiet 3 pretty 4 ready 5 noisy . . . 1 **2** 3 4 5
17. A *weary* person feels — 1 happy 2 clean 3 strong 4 tired 5 safe 1 2 3 **4** 5
18. To *whip* means to — 1 turn 2 help 3 handle 4 break 5 beat 1 2 3 4 **5**
19. To *strike* means to — 1 hit 2 hide 3 learn 4 suppose 5 point . . . 1 2 3 4 **5**
20. To *build* means to — 1 destroy 2 pay 3 cover 4 make 5 capture 1 2 3 **4** 5
21. When you *draw* you use a — 1 country 2 flower 3 dish 4 pencil 5 hen 1 2 3 **4** 5
22. A *cannon* is a — 1 foot 2 mouth 3 canoe 4 roof 5 gun 1 2 3 4 **5**
23. A *crow* is a — 1 sailor 2 rooster 3 bird 4 window 5 color 1 2 **3** 4 5
24. *Glow* means — 1 shine 2 jump 3 start 4 bring 5 grow 1 **2** 3 4 5
25. *Napkins* are often made of — 1 bark 2 rock 3 china 4 cloth 5 leather 1 2 3 **4** 5

(Go right on to the next page.)

26. *Find* means — 1 expect 2 believe 3 help 4 lose 5 discover . . . . .
27. *Spring* is one of the — 1 months 2 clouds 3 stars 4 seasons 5 family
28. *Maple* is a kind of — 1 haystack 2 saddle 3 wood 4 park 5 region
29. *Grand* means — 1 terrible 2 cross 3 quiet 4 grateful 5 magnificent
30. *Verse* means — 1 legal 2 adversity 3 gracious 4 poetry 5 inferior
31. *Aid* means — 1 drink 2 hate 3 hurt 4 help 5 change . . . . . .
32. A *century* is — 1 6 months 2 100 years 3 50 years 4 100 cents 5 30 days
33. A *nervous* person is — 1 hungry 2 lucky 3 fatal 4 restless 5 enthusiastic
34. A *locomotive* is an — 1 associate 2 argument 3 inlet 4 ultimatum 5 engine . . . . .
35. A *brilliant* star is — 1 sacred 2 rhythmic 3 distant 4 bright 5 unfavorable . . . . .
36. A *nostril* is part of a — 1 house 2 nose 3 rattle 4 poem 5 salad . . . . . .
37. An *adventure* is — 1 sentimental 2 exciting 3 fictitious 4 simple 5 generous . . . . .
38. *Payments* are usually made in — 1 libraries 2 wagons 3 money 4 feathers 5 explanation
39. *Education* means — 1 coöperation 2 indolence 3 performance 4 tyranny 5 learning

3➡

40. To be *acquainted* with means to — 1 disapprove 2 trust 3 insure 4 know 5 risk . .
41. To *fling* is to — 1 hurl 2 inspire 3 lecture 4 rebel 5 lag . . . . . .
42. *Forceful* means — 1 independent 2 sinful 3 powerful 4 extreme 5 merciful . . . . .
43. *Pull* means — 1 draw 2 push 3 roll 4 hate 5 right . . . . . .
44. *Wondrous* means — 1 meritorious 2 privately 3 marvelous 4 purple 5 influential
45. A thing that is *real* is — 1 genuine 2 artificial 3 shiftless 4 gracious 5 lavish . . . .
46. *Unfortunate* means — 1 unkind 2 unavoidable 3 unlucky 4 untrue 5 comfortable
47. A *mansion* is a — 1 stable 2 cement 3 machine 4 house 5 dance . . . . . .
48. To *station* is to — 1 shoot 2 place 3 maintain 4 bother 5 surprise . . . . . .
49. *Frontier* means — 1 frank 2 distinct 3 humane 4 border 5 inlay . . . . . .
50. *Antique* means — 1 dirty 2 careful 3 broken 4 old 5 open . . . . . .
51. A *legislature* makes — 1 fashions 2 laws 3 famines 4 clapboards 5 napkins . . . . .
52. *Scriptures* are — 1 shipwrecks 2 caravans 3 cathedrals 4 writings 5 medicines . .
53. *Soiled* means — 1 thirsty 2 solid 3 fireproof 4 torn 5 dirty . . . . . .

(Go right on to the next page.)

54. To *require* means to — 1 receive 2 inquire 3 need 4 study 5 think 1 2 3 4 5

55. *Yawning* means — 1 covered 2 sturdy 3 rude 4 insure 5 open 1 2 3 4 5

56. To be *entitled* to means to have a — 1 blister 2 book 3 claim 4 defect 5 tailor .. 1 2 3 4 5

57. *Steed* means — 1 face 2 instead 3 horse 4 thicket 5 hurry 1 2 3 4 5

58. To *induce* is to — 1 persuade 2 persevere 3 splice 4 cancel 5 dislodge 1 2 3 4 5

59. A *petal* is part of a — 1 bicycle 2 fence 3 child 4 stampede 5 flower 1 2 3 4 5

60. A *gallop* is a rapid — 1 river 2 boat 3 gait 4 judgment 5 engine 1 2 3 4 5

61. To *liken* is to — 1 cheapen 2 ignite 3 compare 4 disturb 5 prohibit 1 2 3 4 5

62. *Zealous* means — 1 eager 2 dusky 3 forgetful 4 liberal 5 formal 1 2 3 4 5

63. A *tinge* is a — 1 juice 2 liquid 3 ghost 4 diet 5 shade 1 2 3 4 5

64. To *perceive* means to — 1 punish 2 defend 3 waylay 4 corrupt 5 observe 1 2 3 4 5

65. An *arbor* is a — 1 labor 2 night 3 peasant 4 drink 5 bower 1 2 3 4 5

66. *Pathetic* means — 1 pitiable 2 impatient 3 route 4 obstinate 5 heroic 1 2 3 4 5

67. *Jet* means — 1 joke 2 fleecy 3 blue 4 black 5 patter 1 2 3 4 5

4➡

68. If you are *discouraged* you are — 1 disguised 2 dejected 3 mediocre 4 distorted 5 romantic 1 2 3 4 5

69. *Complex* means — 1 humorous 2 compromise 3 complicated 4 tolerant 5 shapeless 1 2 3 4 5

70. An *incline* is a — 1 decision 2 volume 3 column 4 slope 5 rumor 1 2 3 4 5

71. *Cadence* means — 1 coincidence 2 humility 3 rhythm 4 penitence 5 revolt 1 2 3 4 5

72. To *denounce* is to — 1 echo 2 accuse 3 enthrone 4 praise 5 ignite 1 2 3 4 5

73. A *knoll* is a small — 1 man 2 animal 3 room 4 hill 5 machine 1 2 3 4 5

74. A *constellation* is composed of — 1 acid 2 citizens 3 bushes 4 stars 5 embers .. 1 2 3 4 5

75. *Immortal* means — 1 wicked 2 laudable 3 deathless 4 bright 5 intensive 1 2 3 4 5

Score .....

TEST 2. PARAGRAPH MEANING

Sample.

One warm, sunny day Helen and her brother went on a trip to the beach. Their mother and aunt went with them. They took their bathing suits so that they could all go into the water. When noontime came, they had lunch on the sand. After lunch the children gathered sea shells. They saw a starfish and some funny little crabs.

A. What did Helen and her brother do?
1 went to see their aunt 2 went to the seashore 3 went on a train
4 went for crabs 5 went fishing 1 2 3 4 5

B. The weather was —
1 quiet 2 funny 3 fair 4 gloomy 5 rainy 1 2 3 4 5

C. The best name for this story is —
1 Helen and Her Aunt 2 Gathering Shells 3 Eating Lunch Outdoors
4 One Warm Day 5 A Trip to the Beach 1 2 3 4 5

I

Tom was standing before his house. He saw a little kitten trying to cross the street. A car was coming. He was afraid the kitten would be hurt. He started to run into the street. He would have been hurt himself if a man had not held him. When the car had gone along Tom looked across the street. The kitten was playing on the grass. It had not been hit, after all. 5→

1. Tom was —
1 playing in the street 2 riding in a car 3 playing with a kitten
4 in front of his home 5 sitting down 1 2 3 4 5

2. The kitten was —
1 struck 2 safe 3 hurt 4 sad 5 quiet 1 2 3 4 5

3. Tom was not hurt because —
1 he was afraid 2 the kitten came back 3 someone stopped him
4 he got across 5 he stood in front of his house 1 2 3 4 5

4. The best name for this story is —
1 A Funny Kitten 2 Tom's House 3 A Brave Man 4 A Little Boy
5 Tom and the Kitten 1 2 3 4 5

5. Tom was afraid that —
1 he would be hurt 2 the car would hit the man 3 he would lose his hat
4 the car would run over the kitten 5 the puppy would be hurt 1 2 3 4 5

Mary Jane had lived all of her seven years on a farm and had never seen a city. One morning her Uncle Jim asked her if she would like to go with him to the big city fifty miles away. She was very happy to go, and soon she and Uncle Jim were driving away in his big car. When they reached the city her uncle took her into a store. She had always heard her mother talk of a store where most things cost only a dime and many things were for sale for a nickel. She had saved up twenty-five cents during the year, and when she left the store she had spent all of it for a small auto like Uncle Jim's, a set of tiny doll clothes, a toy set of chairs, and a box of crayons. She went home very happy, and fell asleep on Uncle Jim's arm before they reached her village.

6. Mary Jane was born — 1 2 3 4 5
1 in a city 2 in the country 3 on a hill 4 at a store 5 five years ago

7. The best name for this story is — 1 An Automobile Ride 2 Mary's Uncle 1 2 3 4 5
3 A Visit to the City 4 Mary Falls Asleep 5 Mary's Money

8. What did Mary do as they drove home? 1 bought some crayons 1 2 3 4 5
2 spent twenty-five cents 3 bought some toys 4 took a nap 5 talked to Mother

9. Uncle Jim asked Mary Jane to — 1 2 3 4 5
1 go fishing 2 go to the store 3 go swimming
4 go to the city 5 buy some toys

10. How did Mary Jane feel when she went home? 1 2 3 4 5
1 sad 2 lonesome 3 happy 4 afraid 5 sick

III

6➔

Hugh has enjoyed making things ever since he had woodworking in school. During vacation he decided to make a gift for his father. He saw that his dad scattered his pipes all over the house, and that his mother pretended to be annoyed by finding them in so many places. He thought it would be a good idea to build a pipe rack for his father. It was to have spaces for twelve pipes. He bought the wood at a lumber yard and worked on it down cellar, and no one knew of his plans. It took most of his vacation to make his gift. When it was finished he polished it carefully with wax, and carved his dad's name upon the center board. One morning, when the whole family were gathered at breakfast, he gave his father the package. Hugh watched his face eagerly. When he saw how happy his father was he was glad he had done the work.

11. Hugh noticed that his father — 1 forgot his tools 2 needed neckties 1 2 3 4 5
3 had lost his pipe 4 left pipes in several places 5 had bought some lumber

12. Hugh worked on his gift — 1 2 3 4 5
1 everywhere 2 kindly 3 nightly 4 fully 5 secretly

13. The rack contained places for — 1 a pair of pipes 2 a dozen pipes 1 2 3 4 5
3 a dozen neckties 4 several gifts 5 woodworking tools

14. Hugh presented the gift — 1 2 3 4 5
1 on Christmas day 2 in the morning 3 after supper
4 in the cellar 5 after school

15. Hugh finished the pipe rack by — 1 2 3 4 5
1 rubbing it with oil 2 rubbing it with sandpaper 3 putting on varnish
4 nailing it to the wall 5 shining it with wax

IV

A mother who had spent all her spare time making a garden instructed her children never to walk upon the flowers or to break or pick them unless they asked her permission. One day when she came to water the garden she saw that nearly all the tall-stemmed flowers were broken or torn up by the roots. She called to the children, but not one of them replied. She went into the house and rang the bell to summon them. There was no answer. She returned to her garden and attempted to replace those plants which were not entirely destroyed. As she neared the flower bed she saw two puppies romping through her flowers, breaking them as they played. She felt sad because she had thought the children to blame. At suppertime she gave each one an extra piece of cake. They were surprised, for they did not know what they had done to deserve this treat.

16. How did Mother feel when the children came to supper?
1 amused 2 cross 3 sorry 4 ill 5 weary 1 2 3 4 5

17. When Mother called, the children — 1 were romping 2 did not reply
3 answered 4 came in the house 5 called the puppies 1 2 3 4 5

18. What is the best title for this story?
1 The Children's Party 2 A Good Supper 3 Making a Garden
4 Mother Rings the Bell for the Children 5 Mother Is Mistaken 1 2 3 4 5

19. Who were guilty of ruining the garden? 1 the children 2 the boys next door
3 two young dogs 4 a boy and a girl 5 three little kittens 1 2 3 4 5

20. The mother told her children to — 1 pick the flowers 2 weed the garden
3 be careful of the garden 4 pick blueberries 5 plant vegetables 1 2 3 4 5

7➔

V

Traveling between places in the olden days was tiresome and at times very unsafe. Most of the journeys were made in stagecoaches. Though these coaches were very gay to look at, they were actually cold and drafty in winter and hot and poorly ventilated in summer. There were few bridges, and the horses were forced to ford the streams. The roads were poor and very muddy in rainy weather. The passengers were often called on to help the driver if the coach became mired and would not move. Sometimes the heavy mud caused a coach to overturn, bringing injury to passengers. For these reasons people did not travel for pleasure but only when it was important for them to do so.

21. According to the paragraph travel in former times was —
1 very gay 2 sometimes dangerous
3 always by stagecoach 4 very expensive 5 exposed to robbers 1 2 3 4 5

22. According to the paragraph people made journeys in the past —
1 because they enjoyed riding 2 when necessity demanded it 3 only in summer
4 because roads were unsafe 5 because there were few other pleasures 1 2 3 4 5

23. The best title for this paragraph is — 1 Stagecoach Travel 2 Traveling over Streams
3 A Long Journey 4 Helping the Driver 5 An Adventure in a Stagecoach 1 2 3 4 5

24. When a stream having no bridge was encountered — 1 the stagecoach turned back
2 a bridge was built 3 the horses crossed in a shallow place
4 the passengers waded across 5 the passengers pushed the coach 1 2 3 4 5

25. According to the paragraph passengers were injured —
1 getting into the coach 2 by the horses 3 if a coach turned over
4 when the coach was mired 5 crossing streams 1 2 3 4 5

When the first settlers arrived in this country the land was heavily forested. It was necessary for them to remove trees in order to clear land for homes and obtain logs for building houses and provide fuel for their needs. Later, as the number of people increased and cities began to spring up, great quantities of lumber were required. Often there were hundreds of houses and buildings being constructed at one time in a single city. All of these demanded an immediate supply of lumber. Too often, in order to sell this lumber and secure the money it brought, unwise dealers cut down the young as well as the full-grown trees. This left many unnecessary bare spots. Since it takes a tree many, many years to become full grown, it has not been easy to reforest these areas. Land from which trees have been cut in this way is often worthless, for it is covered with deep-rooted stumps. Because we realize how much damage was needlessly done we are much more considerate of our trees today.

26. According to the paragraph the pioneers cut lumber to — 1 **increase the quantity** 2 **grow new trees** 3 **supply necessities** 4 **construct bridges** 5 **build railroads** 1 2 3 4 5

27. The best title for this paragraph is — 1 **Building Cities** 2 **Use and Abuse of Our Forests** 3 **Unwise Construction** 4 **Unnecessary Lumbering** 5 **Pioneer Construction** 1 2 3 4 5

28. Reforestation was difficult because of the — 1 **situation of the land** 2 **lack of adequate funds** 3 **development of large cities** 4 **slow growth of trees** 5 **damage to roots** 1 2 3 4 5

29. The deforested land was useless because — 1 **the roots of the trees were not removed** 2 **of heavy vegetation** 3 **of unproductive soil** 4 **it was devoid of minerals** 5 **it was inadequately irrigated** 1 2 3 4 5

30. According to this paragraph we now protect our forests by — 1 **using oil for fuel** 2 **diversified farming** 3 **building more brick houses** 4 **preventing unnecessary injury to trees** 5 **manufacturing building materials** 1 2 3 4 5

VII

8➡

Wampum had many uses among the Indians. It was made of beads, pieces of stone, and shell, through which holes were drilled. These were strung together on deerskin thongs. The long chains were worn around the neck, and many thousands of these beads were woven into the famous wampum belts. These belts were embroidered with meaningful designs. Wampum ornaments were not only used as personal adornment but served on many serious occasions. Since the Indians could not write, pictures showing certain parts of the treaties the Indians made were pictured in the wampum to help them remember. The head of each tribe had his own particular dyes and patterns, which made his belts and chains unlike those of the other members of his tribe. Wampum was also the only money the Indians had. They used it to buy things just as we use our coins today.

31. The paragraph says that wampum was used for — 1 **drilling holes in shells** 2 **stringing pieces of stone and shell** 3 **decorating wigwams** 4 **a variety of purposes** 5 **fashioning head ornaments** 1 2 3 4 5

32. The best title for this paragraph is — 1 **Indian Belts** 2 **Wampum Used as Money** 3 **The Varied Uses of Wampum** 4 **Wampum Designs** 5 **Tribal Customs** 1 2 3 4 5

33. The chief's wampum belts differed from the others in — 1 **shape and weight** 2 **color and design** 3 **stones and shells** 4 **length of chains** 5 **money and coins** 1 2 3 4 5

34. Wampum was made into — 1 **colored headgear** 2 **Indian moccasins** 3 **chains and belts** 4 **weapons of war** 5 **metal coins** 1 2 3 4 5

35. Wampum chains were strung on — 1 **strips of leather** 2 **string** 3 **metal chains** 4 **wire** 5 **raffia** 1 2 3 4 5

VIII

Several boys who lived near each other and had played together for a long time decided to form a club. They agreed to have a clubhouse, secret signals and signs, and various duties and responsibilities for each member. They appointed a temporary leader, and later by secret ballot elected a chief. At the end of six weeks they had built and furnished a small clubhouse in a field near by. They painted the name of their club over the door and erected a "No Trespassing" sign at the entrance. Each day when school was over these lads would gather at the club to discuss secret matters and to determine future plans. They preferred to engage in an activity where each member contributed his part in the work. Finally they chose to build a canoe. The information they needed was obtained from books secured at the library. The construction kept them busy for several weeks, and when the canoe was completed they were very proud of the results.

36. The boys decided that whatever work the club did should be —
1 helpful 2 shared 3 temporary 4 well paid 5 during vacation 1 2 3 4 5

37. The best title for this story is — 1 Building a Clubhouse 2 A Successful Boys' Club 1 2 3 4 5
3 A Secret Code 4 Securing Information 5 Election of a Leader 1 2 3 4 5

38. The final project this paragraph mentions is —
1 exploring with the canoe 2 having secret signs and signals 3 electing a leader 1 2 3 4 5
4 constructing a canoe 5 securing books from the library 1 2 3 4 5

39. The use of the clubhouse was —
1 limited to the members 2 extended to everyone 3 granted to the boys' families 1 2 3 4 5
4 restricted to the chief 5 given to the entire neighborhood 1 2 3 4 5

40. The chief of the club was — 1 appointed temporarily 2 chosen by secret ballot 1 2 3 4 5
3 decided by the parents 4 selected by the teacher 5 elected by a show of hands 1 2 3 4 5

IX

9➔

The largest, strongest, and most treacherous animal known to man is the wild elephant. After training, this animal is easily managed and man can train him to perform a variety of helpful tasks. These powerful beasts of burden accomplish with ease and rapidity the same amount of labor as twenty-four men or a dozen horses. In India and other countries of the Far East wild elephants living in the jungles are captured by the natives and trained into profitable servants. They are very valuable because it is possible to teach them to transport heavy timber from the forests, to build roads, and to aid in military actions. In order to protect the future generations of these animals, the law specifies the size an elephant must be before he can be taken into captivity. Young elephants trapped with the herds must be released to run wild again in order to increase the number of elephants from year to year.

41. The physical vigor of the elephant is best demonstrated when he — 1 is trapped
2 is released from captivity 3 achieves the tasks of many workers 1 2 3 4 5
4 aids military actions 5 fights in the jungle 1 2 3 4 5

42. The elephant is particularly profitable to man because —
1 he can always be sold 2 he produces ivory 3 the law protects him 1 2 3 4 5
4 of his value in circuses 5 he helps in constructing roads 1 2 3 4 5

43. The best title for this paragraph is — 1 Capturing Elephants in India
2 An Exciting Adventure 3 Destroying Wild Elephants 1 2 3 4 5
4 The Treachery of Elephants 5 How the Elephant Serves Man 1 2 3 4 5

44. The paragraph says that wild elephants are trained by — 1 English soldiers 1 2 3 4 5
2 animal keepers 3 natives 4 Indian officials 5 elephant hunters 1 2 3 4 5

45. According to the paragraph young trapped elephants —
1 are purchased by circuses 2 grow up in captivity 3 die when they are caught 1 2 3 4 5
4 are sold to zoos 5 are allowed to go free 1 2 3 4 5

Botany, or the study of plant life, is an interesting science. Most plants require sunshine, food, water, air, light, and warmth for strength and energy. They live by extracting certain substances from the soil and air. The hairy roots which hold the plant in the ground also drain water and mineral salts from the earth. The stem which grows above the earth holds the leaves up to the sunlight. The leaves play a very important part in the life of a plant. Since plants cannot get all the food they need from the ground, they must manufacture the rest themselves. Leaves are filled with tiny pores which cannot be seen by the naked eye. A gas called carbon dioxide is absorbed from the air through these holes. This unites with water in the presence of sunlight and forms foods. Thus starches and sugars which the plant needs for growth are made.

46. The root is vital to the plant because it — 1 makes sugars and starches 2 is often edible 3 is full of tiny pores 4 absorbs air and light 5 absorbs food from the soil 1 2 3 4 5

47. Starches and sugars are — 1 taken directly from the soil 2 absorbed through the hairy roots 3 taken directly from the air 4 detrimental to the plant 5 manufactured by the plant 1 2 3 4 5

48. The best title for this paragraph is — 1 The Plant and Its Roots 2 The Nourishment of Plants 3 Botany, an Interesting Science 4 Sugars and Starches in Plants 5 Plants and Their Leaves 1 2 3 4 5

49. According to this paragraph carbon dioxide — 1 is rejected by plants 2 kills plant life 3 is used as fertilizer 4 directly nourishes plants 5 helps form starches and sugars 1 2 3 4 5

50. The paragraph says that one function of the stem is to — 1 absorb water from the soil 2 support the leaves 3 manufacture carbon dioxide 4 absorb sunshine 5 store up water 1 2 3 4 5

XI

10→

The present-day method of traveling extensively by automobile necessitates the building of good roads which must constantly be repaired and improved in order to insure safety to the millions of people who speed over our highways. Today many different materials are used in the construction of these highways, but probably the most common of these are concrete and asphalt. Although many men have experimented and presented valuable information to assist our engineers in building modern roads, we cannot help admiring the skill of the ancient Romans and Egyptians, whose roads were so well built that portions of them are in use today. Among the most famous of the old Roman roads is the Appian Way, which was begun over four hundred years before the birth of Christ. Most of these ancient roads were constructed of hand-hewn stone blocks, particularly suitable for travel by chariot, the vehicle most commonly used during that period of history. These hard roads would not afford the comfort we demand in long-distance travel today, since we have become so accustomed to improved highways.

51. According to the paragraph roads are being constructed continually because — 1 materials are less expensive than formerly 2 engineers are constantly experimenting 3 increased automobile travel demands them 4 employment is thereby increased 5 of the competition with railroads 1 2 3 4 5

52. The chief consideration in modern road construction is to provide — 1 greater speed 2 access to scenic beauty 3 a maximum of safety 4 permanence of surface 5 highways for military purposes 1 2 3 4 5

53. The best title for this paragraph is — 1 Building the Earliest Roads 2 A Study of Modern Roads 3 Ancient and Modern Roads 4 Concrete and Asphalt Highways 5 The Significance of Highways 1 2 3 4 5

54. The paragraph says that highways are most frequently built of — 1 various materials 2 concrete and asphalt 3 stone blocks 4 hardened clay bricks 5 a mixture of sand, gravel, and tar 1 2 3 4 5

55. The Appian Way was — 1 an ancient Roman road 2 an aqueduct 3 an Egyptian road 4 the first concrete and asphalt road 5 a method of road construction 1 2 3 4 5

XII

One of the great shipyards of England constructed an exceptionally large steamship. It required nearly three years and the labor of several thousand men to complete this ambitious undertaking. Finally the great liner was finished and the day for her launching arrived. It is impossible to exaggerate the significance of this trial run, because upon it would depend the success or failure of all the time, energy, and money expended, as well as the future plans for the construction of other passenger vessels. From all over the British Empire and from many other parts of the world came skillful marine engineers to be present at this momentous event. The festive crowds lined both banks of the river. Enthusiastic cheers arose when the ship slipped gracefully from the ways, glided into the water, and in a few moments began to move under her own power, as the enormous engines started to pound. The test soon proved that everything had been done as planned, and those thousands of people watching, as well as people everywhere on earth at all interested in ships, knew that the huge vessel was a success. The magnificent liner then went back to the dockyard for her final adjustment.

11➔

56. The results of the test were —
1 inconclusive 2 gratifying 3 contradictory 4 disheartening 5 insignificant 1 2 3 4 5

57. The engineers who built the ship were anxious because —
1 the trial run was postponed 2 the great crowds impeded the launching
3 so much depended on the results of the trial run
4 the launching was not properly scheduled 5 final adjustments had not been made.. 1 2 3 4 5

58. The best title for this paragraph is —
1 Shipbuilding in England 2 Launching a Great Liner 3 A Festive Crowd
4 A Momentous Occasion 5 Docking a Great Liner 1 2 3 4 5

59. After the launching, the liner —
1 was scrapped 2 sailed for America 3 took on passengers
4 returned to be put in final order 5 capsized and sank..... 1 2 3 4 5

60. The trial run was attended by —
1 a small crowd 2 the entire British Empire 3 many cheering spectators
4 marine engineers only 5 no one except naval officers..... 1 2 3 4 5

Score.....

TEST 4. WRITTEN RECALL

I

Spot was a little black and white puppy. He belonged to Mary and Tom Jones, who lived on a chicken farm in the country. There were hundreds of fuzzy baby chickens as well as mother hens and roosters on the farm. Spot loved to chase the little furry balls around; but Mr. Jones did not want him to do this, as it was not good for the little chickens. One day, when Spot was racing after the chickens, a mother hen saw him and became angry. She flew at him, and he started to run away before she could peck him. There was a pan of water standing near by. Spot did not see it and fell into it in his haste. He came out dripping wet. It frightened him so that he was cured of chasing chickens any more.

II

It was a thrilling experience for Bill Todd, who as the guest of his Uncle John was attending his first circus. They arrived early so that Bill could walk about to observe the animals in their cages and have an opportunity to visit the side shows. About noon Uncle John suggested that they stop at one of the booths and have lunch. The circus grounds were fast becoming thronged, and Bill's uncle advised him to remain near so that he would not be lost in the crowd. Seeing many people at a near-by stall, Bill wedged his way ahead to find out what the attraction was. For several minutes he gazed with awe at a heavily bearded man who was lifting great weights with his teeth. Desirous of seeing the next attraction, Bill turned to rejoin his uncle. Suddenly he discovered he was hemmed in on all sides by strangers. Fear stole over him, and he rushed through the crowd. Trying to appear calm, he looked about for a policeman who could help him. A short distance away, near the main entrance, stood a kindly-faced officer to whom he told his predicament. Following the instructions of the policeman, Bill remained near the booth, standing high above the crowd on a platform. The policeman called the name of Bill's uncle through a megaphone. Bill looked eagerly. Soon he saw a man hurry forward. He recognized his uncle's hat and shouted to attract his attention. They were both greatly relieved to have found each other, and you may be sure that Bill remained close to his uncle the rest of the day.

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